DOCUMENT RESUME

ED 297 652 HE 021 620

TITLE Status Report on Human Corps Activities. Report 88-24.
INSTITUTION California State Postsecondary Education Commission, Sacramento.
PUB DATE May 88
NOTE 100p.; The first in a series of five annual reports to the legislature in response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987). Some tables may not reproduce well due to small print.
AVAILABLE FROM California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Services; Continuing Education; Extracurricular Activities; Government School Relationship; Higher Education; *Humanitarianism; Public Service; Social Action; State Departments of Education; State Legislation; *State Programs; State Universities; Student Participation; *Student Volunteers
IDENTIFIERS *California; California State University; University of California

ABSTRACT

The University of California (UC)and the California State University (CSU) were called upon by the legislature to implement Human Corps programs of community service by students on each of their campuses. The California Postsecondary Education Commission was directed to report on efforts by colleges and universities across the country to encourage volunteerism and to review and comment on the Human Corps activities at UC and CSU. Information describing current activities are described rather than evaluated. A report about Human Corps activities is attached, and CSU activities are discussed in detail. Generalizations about its programs include the following: there is a serious commitment to the purpose and objectives of the Human Corps (made obvious by the considerable activity on the campuses); financial resources are being sought from multiple public and private sources to support the Human Corps program efforts; the cost of monitoring Human Corps activities will likely fall to the state; and in less than a year, the development of the Human Corps at UC and CSU has been impressive. An appendix provides a copy of Assembly Bill 1820 (Vasconcellos, 1987). Tables are included. Attachments comprising two-thirds of the document include information on campus programs, contacts, and taskforces, as well as a 35-page draft report of the CSU Task Force on Civil Service Internships (July 1987). (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

HE

ED297652

STATUS REPORT ON HUMAN CORPS ACTIVITIES

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and th evaluation be submitted to the appropriate fiscal an legislature.

to the University of Californ

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CA POSTSECONDARY EDUCATION COMMISSION

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 021 620

Summary

Through Assembly Bill 1820 (Vasconcellos, 1987), the Legislature directed the California Postsecondary Education Commission to report annually over the next five years on the development of "Human Corps" programs of volunteer student service at the University of California and the California State University.

This first report in the series describes the origins of the Human Corps concept and the initial steps that the University and State University are taking to implement it. Attached to the report are documents from the University and State University, describing these steps in detail.

The Commission adopted this report at its meeting on May 2, 1988, on recommendation of its Policy Development Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031.

Questions about the substance of the Commission's report may be directed to Roslyn R. Elms of the Commission staff at (916) 322-8030.

Inquiries about Human Corps activities at the University of California may be directed to Mary Beth Snyder, Director, Student Affairs and Services, Office of the President, at (415) 642- 9853.

Inquiries about the California State University's activities may be addressed to Diane Vines, Director of Special Programs, Academic Affairs, Office of the Chancellor, at (213) 590-5768.

STATUS REPORT ON HUMAN CORPS ACTIVITIES

The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 8-24
PUBLISHED MAY 1988

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 88-24 of the California Postsecondary Education Commission is requested.

Contents

Origins and Scope of the Report 1

University of California Activities 2

California State University Activities 2

Summary 3

References 3

Appendix: Assembly Bill 1820 (Vasconcellos, 1987) 5

Attachments 11

Submission of the University of California

Submission of the California State University

Status Report on Human Corps Activities

Origins and scope of the report

In Supplemental Language to the 1986-87 Budget Bill (Assembly Concurrent Resolution 158; Chapter 165 of the Statutes of 1986), the Legislature called on the University of California and the California State University to implement "Human Corps" programs of community service by students on each of their campuses. It also directed the California Postsecondary Education Commission to report on efforts by colleges and universities throughout the country to encourage volunteerism and to review and to comment on the Human Corps activities undertaken by the University and State University in response to the Supplemental Language.

In March 1987, the Commission responded to that legislative mandate with its report, *Student Public Service and the "Human Corps."* In that report, the Commission presented no specific recommendations, although it stated its belief that public service programs in public colleges and universities should be voluntary rather than compulsory.

In 1987, the Legislature adopted Assembly Bill 1820 (Vasconcellos; Chapter 1245, Statutes of 1987; reproduced in the Appendix), which expanded the Human Corps concepts contained in ACR 58. AB 1820 called for cooperation between postsecondary education institutions, public and private schools, and non-profit agencies and philanthropies to plan, fund, and implement Human Corps activities. It recommended an average of 30 hours of community service per student in each academic year, and it intended that such student participation increase substantially by 1993, with an ultimate goal of 100 percent participation of all full-time students, including undergraduate and graduate students. It called on both segments and all campuses to establish Human Corps task forces by this past March 1 and for each campus to adopt an implementation strategy by this next July 1 and to implement Human Corps programs by this fall. It strongly encouraged Community Colleges and member institutions of the Association of Independent California Colleges and Universities to establish similar task forces. It included an appropriation of $70,000 to the University and $170,000 to the State University to fund incentives for implementing the Human Corps, although the Governor vetoed those appropriations.

AB 1820 also directed the Commission to monitor the development, implementation, and operation of the Human Corps program and submit annual reports each March to the appropriate fiscal and policy committees of the Legislature, and it required that by March 1, 1994, the Commission conduct a comprehensive evaluation that covers both qualitative and quantitative changes in the segments' volunteer participation. It specified that the Commission include in that report recommendations regarding continuation of the Human Corps and whether or not a mandatory program is needed to fulfill the objectives of the legislation. It also stated the intent of the Legislature to provide funding for that comprehensive evaluation.

On November 17, 1987, in accordance with AB 1820, Commission staff convened a meeting of representatives from the University and the State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. The representatives agreed that the segments would arrange to collect the information needed for the evaluation along the lines prescribed by the bill, including student participation by academic area and level, and student receipt of pay or academic credit for their service.

This document constitutes the Commission's first annual report in response to AB 1820. It is meant to describe current activities of the University and the State University rather than evaluate them, since it would be premature to undertake any assessment yet of the "results" of the extensive planning currently underway on the campuses and in the systemwide offices.

Attached to this document are reports that the University and State University submitted to the Commission this past March about their Human Corps activities. The report submitted by the State University consists of two sections -- first, a report to the

Commission on Human Corps; and the second, a July 1987 draft of the Report of the Task Force on Civic Service Internships. Rather than repeat the detailed information in those segmental reports, the Commission presents only general information about the two segments in the following paragraphs and then offers four conclusions stemming from those reports.

University of California activities

As the University's report illustrates, considerable variation exists among the nine campuses on how they are proceeding with the coordination of existing community services and the expansion of volunteer participation. All eight general campuses have either established new Human Corps advisory committees or expanded previously existing committees with community representation. Some of the campuses, such as Berkeley, Irvine, Los Angeles, and San Diego have successfully secured outside funds to support Human Corps activities, while others, including Davis, Riverside, and Santa Barbara, have allocated internal resources to provide part-time staffing for Human Corps efforts.

The Office of the President is planning to sponsor a two-day Human Corps conference in October for campus administrators and students involved in the planning and administration of public service activities on the campuses.

California State University activities

In 1986, the State University conducted a survey of student participation in civic activities which revealed that at least 15,164 of its students were then involved in community service activities, including internships, credit courses, and paid services. State University officials suspect that the survey underreported the actual number of students involved in community service, since some community service activities were not considered in the measurement of participation.

In Fall 1986, at the request of Chancellor Reynolds, the State University's Trustees allocated $1 million of its lottery budget to support service to underrepresented minority high schools and student community service. The Trustees approved continued allocation of those funds in 1987, and in 1988 they added $312,000 for a high school interns program that offers opportunities for students to relate their academic learning to the solution of social problems.

Each of the State University's 19 campuses receives $20,000 plus a pro-rata allocation based on its full-time-equivalent enrollment to develop model programs in community service or to enhance existing programs. Each campus has now identified a Human Corps campus coordinator and appointed campus task forces, and the Fullerton and Chico campuses have been asked to host regional meetings of campus representatives responsible for Human Corps programs.

At the systemwide level, the State University's Task Force on Civic Service Internships completed its work in 1987, and its successor -- the Systemwide Task Force for Policy Guidance -- is currently being convened to review previous activities and to plan for campus regional meetings and further actions.

The Office of the Chancellor has adopted a uniform data collection process that will be used in its biennial surveys of student participation. It uses nine categories of service for its reporting:

1. Educational participation in the community;
2. Volunteer income tax assistance (VITA);
3. Public school outreach;
4. Organizational research for public agencies and elected officials;
5. Development of audiovisual and promotional materials;
6. Programs for the disabled;
7. Service to refugee populations;
8. Services to families; and
9. Mental health service.

Attachment A of the State University's report provides a campus-by-campus description of current community service activities, including the designated campus coordinator, the community service agencies involved, the services performed, and other pertinent information. As can be seen, considerable diversity exists among the myriad of activities reported, depending on the social and cultural ambience of the campus. A group of State University

students and faculty are developing a summary of model Human Corps programs that is expected to be available for distribution this fall.

Summary

Four generalizations are possible about the progress being made to date by the University and State University in creating Human Corps programs in accordance with AB 1820:

- First, the considerable activity on the campuses and in systemwide offices indicates a serious commitment to the purpose and objectives of the Human Corps. Despite the lack of General Fund support, and with imagination and ingenuity, much planning and promoting of community service is already underway.

- Second, financial resources are being sought from multiple private and public sources to support the diverse efforts that constitute Human Corps programs. Clearly financial resources will be more important as programs expand. While the reallocation and redirection of internal funds is possible and is currently occurring, these funds are limited and inadequate to sustain major efforts to involve all students on all campuses. Plans to secure external fiscal support for that purpose need to be developed and promoted by the segments.

- Third, the cost of monitoring Human Corps activities, including surveying students, identifying participants, and the like, will not appeal to private philanthropies and will likely fall to the State to support.

- Fourth and finally, in less than a year, the creation and development of Human Corps at the University and State University have been most impressive. Many volunteer and community service activities existed on the campuses before the Human Corps legislation was adopted, of course; and those existent efforts have constituted the foundation on which the current activities are building. Yet the current level of enthusiasm, interest, and involvement is new and is clearly responsive to what is now State policy -- the participation of college and university students in community service as a regular part of their higher education experience.

References

California Postsecondary Education Commission. *Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 1505, Statutes of 1984)*. Commission Report 87-12. Sacramento: The Commission, March 1987.

--. "Progress on Human Corps: Activity Description." Commission Agenda Item 4, September 20, 1987, pp. 67-76.

Assembly Bill 1820 (Vasconcellos, 1987)

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

I am deleting the $240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty,

and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars ($170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987–88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

O

MAR 14 1988

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DAVID PIERPONT GARDNER
President

WILLIAM B. FRAZER
Senior Vice President
Academic Affairs

OFFICE OF THE PRESIDENT

March 8, 1988

William H. Pickens
Executive Director
California Postsecondary Education Commission
1020 12th Street, 3rd Floor
Sacramento, CA 95814

Dear Bill:

Pursuant to requirements of AB 1820 and discussions with CPEC's Roslyn Elms, I am enclosing the second progress report on the University of California Human Corps program. For each general campus, the report includes an update on: (1) the campus Human Corps advisory committee, (2) the focus of campus Human Corps efforts, and (3) new funding sources for community service activities.

In addition to the campus activities, the Office of the President is sponsoring a two-day Human Corps conference next October for campus administrators and students who are involved in the planning and administration of public service activities on the campuses.

Please call if you have any questions about the report.

Sincerely,

Alice C. Cox
Assistant Vice President
Student Academic Services
and Educational Relations

Enclosure

cc: Senior Vice President Frazer
Vice President Baker
Assistant Director Desrochers
Director Snyder
Principal Analyst Castillo-Robson

CAMPUS HUMAN CORPS ACTIVITIES
JANUARY 1988 PROGRESS REPORT

Berkeley

Advisory Committee: An Ad Hoc Human Corps Advisory Committee was established last year and has been reconstituted again this spring semester with Jim Briggs, Director of the Career Planning and Placement Center, serving as chair. The eleven-member Committee includes faculty, staff, student, and community agency representatives.

General Approach/Activities: Given that the campus has a number of "clearing houses" for campus community service activities, the campus plans to expand on existing programs offered through the ASUC Community Projects Office and clearing houses sponsored by the community such as Stiles Hall and the YWCA. The campus plans to conduct a survey this year of student community service activities and continues to work on securing extramural funding for new programs and activities.

Funding: The campus has been awarded a FIPSE grant for $120,000 to establish the Financial Aid Community Service Option administered by the Office of Financial Aid. Specifically, loans taken out by Berkeley students will be forgiven in exchange for participation in community service projects either while they are enrolled at Berkeley or immediately upon graduation. The campus also has applied for a $10,000 Campus Compact Matching Grant from the Stewart Foundation to assist in the development of additional community service projects and coordination of existing programs. The campus will contribute $10,000 in matching resources toward these efforts should the grant be awarded. Notification of awards is expected by April 1.

Davis

Advisory Committee: A Human Corps Advisory Committee has been reconstituted this year. Chaired by Robert Franks, Assistant to the Vice Chancellor for Student Affairs, the Committee will be meeting in early March. The membership includes faculty, staff, students, and community representatives.

General Approach/Activities: The campus is building on existing campus programs and plans, and plans to have new activities beginning in the 1988 fall quarter.

Funding: The campus has approved $7,000 in campus funds for a Graduate Assistant and office expenses to assist in the administration of Human Corps activities for the 1988-89 academic year.

Irvine

Advisory Committee: An eight member Human Corps Council has been appointed with Sally Peterson, Assistant Vice Chancellor for Student Development, serving as Acting Chair. The Council includes faculty, staff, student, and community agency representatives. The Council has been meeting all year.

General Approach/Activities: Three major activities are planned for this academic year: (1) The campus is sponsoring a Volunteer Fair entitled "Have a Heart" on February 12 and will have 25 community agencies represented; (2) student organizations have begun an "adopt-an-agency" program where individual organizations sponsor an agency for the day to come to the campus to familiarize themselves with the students in order to train agency representatives as future campus contacts; and (3) in April, the campus plans to sponsor three one-day projects where students assist three agencies in providing immediate community service (helping in nursing homes; building/repairing facilities, etc.) to demonstrate to students the value of community service.

Funding: The Human Corps Council requested $3,000 in campus funds for the 1988-89 academic years to support various community service related programs. The campus received a $3,362 Irvine-Newport Rotary Club Grant to cover the publication of a pamphlet on credit and non-credit community service opportunities. The campus applied for, but did not receive, a FIPSE grant. The Volunteer Center of Orange County will present awards to individuals and organizations on campus this year for their outstanding volunteer work in the local community. And finally, Human Corps programs have been accepted by the Irvine Development Office as a possible "beneficiary" for the upcoming 25th Anniversary Capital Campaign. A $10,000 target has been set for community service projects by Campaign and campus staff.

Los Angeles

Advisory Committee: An Advisory Committee has been established with Vice Chancellor Winston Doby serving as chair. The Committee is being expanded to include community representatives (faculty, students, and staff are already represented). The Committee meets several times a year to oversee policy issues related to community service.

General Approach/Activities: The campus plans to build on existing community service programs, given the number of offices already involved in community service. These programs include academic and non-academic internship programs; the placement center; and the Center for Student Programs which include 700 student organizations, many of which are involved in community service projects. The campus has funded the "Chancellor's Humanitarian Award" to honor individual students or organizations

who have The campus has joined "Campus Compact" and has taken a leadership role in its programs.

Funding: A pilot literacy project has received a small grant from "Campus Compact." The campus has applied for a $10,000 Stewart Foundation Matching Grant for their community service projects. The Vice Chancellor has released staff from their normal duties to assist in these efforts.

Riverside

Advisory Committee: An eleven-member Advisory Committee is being established, with Vice Chancellor Lou Leo serving as interim chair.

General Approach/Activities: The campus plans to build on existing public service programs such as their off-campus tutorial programs and field research programs in the biomedical sciences.

Funding: One half-time position has been requested for Reg Fee support for the 1988-89 academic year.

San Diego

Advisory Committee: An Advisory Committee has been reconstituted this year with faculty, staff, student, and community agency representatives.

General Approach/Activities: The campus has sponsored the "Volunteer Connection" with 30-50 organizations participating. Over 200 students signed up for community service as a result of this volunteer fair.

Funding: The ASUC is funding office space and "in-kind" office needs. $2,000 in campus funds have also been allocated for new community service efforts. The campus received $4,000 from the Hewlett Foundation to support a .50 FTE for six months to work on the "Volunteer Connection" referred to above.

Santa Barbara

Advisory Committee: An administrative "consortium" has been established to staff all Human Corps efforts.

General Approach/Activities: The campus will build on existing programs. They plan to hold a "kick-off" Human Corps Forum in February to highlight their activities.

Funding: $45-50,000 in Reg Fee funds and $12,000 in ASUC funds are supporting current activities. The campus plans to seek outside funding for the next academic year.

Santa Cruz

Advisory Committee: The campus has established a Human Corps committee, chaired by Ms. Susan Burcaw who is Special Assistant to the Chancellor. The committee meets regularly and is charged with expanding existing campus volunteer efforts, working on the implementation of a campus plan and obtaining external funding for service activities.

General Approach/Activities: Santa Cruz students are extraordinarily active in volunteer work. A central focus of this year's efforts is to address the literacy needs of the community.

Funding: The campus is attempting to obtain external funding for its literacy program.

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE

LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5708

March 31, 1988

Dr. William Pickens
Director
California Postsecondary Education Commission
1020 12th Street, 2nd Floor
Sacramento, California 95814

Dear Dr. Pickens:

Supplemental Language to the Budget Act of 1987 contains the following statement:

> "It is the intent of the Legislature to commend the CSU for its Human Corps Planning Group, and to encourage CSU to continue its initial effort to develop and encourage student community service activities known as the "Human Corps". It is further the intent of the Legislature that the group submit a progress report on its activities to the CPEC by April 1, 1988. The CPEC shall also complete a progress report, which shall be submitted to the appropriate legislative committees by May 15, 1988."

I am attaching the response of The California State University to CPEC as required by the supplemental language. I believe this report is responsive to the request of the Joint Legislative Budget Committee. If you have any questions regarding this material, please contact Dr. Diane Vines, Director of Special Programs, Academic Affairs, who prepared this report.

Sincerely,

Lee R. Kerschner
Vice Chancellor
Academic Affairs

Attachments

cc: Dr. W. Ann Reynolds
Dr. John M. Smart
Dr. Anthony J. Moye
Dr. Diane Vines

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

REPORT TO THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
THE HUMAN CORPS IN THE CALIFORNIA STATE UNIVERSITY

The California State University has been actively involved in activities consistent with those defined as "Human Corps". In response to a growing concern within and external to the University, in Fall 1986 Chancellor Reynolds established the Task Force on Civic Service Internships. This group included community representatives, campus Presidents, Vice Presidents, faculty, students, and Chancellor's Office staff. The charge to the Task Force was to explore ways in which The California State University might respond to the need to provide additional experiences in human and community service for our students. Almost from the inception of its deliberations, the members reached concensus that human service internships can provide valuable, and lasting, educational experiences for our students and contribute to the greater society of which we are members.

The Task Force met several times over the course of the year. Before making recommendations about the development of community service programs in the CSU, the Task Force believed it important to determine the extent to which students are already engaged in such activities, and the nature of programs already in place on the campuses. Therefore, in Fall 1986, campuses were asked to complete a questionnaire eliciting information on the variety and scope of community service activities and programs now being coordinated by each campus.

The questionnaire used a broad definition of community service, and sought information on a number of factors related to community service programs organized by the campus, for example: the type of service performed (social service, governmental service, service in a private nonprofit agency); the form of service (internship, work-study, etc.); the number of student participants; and the type of student gain (credit, stipend, etc.) from the service.

The data suggest a few general characteristics of community services programs now in existence on the campuses. First, such programs currently exist in human services, in health services/science, in political science/public administration, the arts, media/journalism, physical education/recreation, home economics, and urban planning. These programs unfailingly include a community services component.

These data are conservative estimates as they may not include the activities of individual faculty members or students when such activities are not a part of campus-directed or campus-related activities. Also, the data may not include students participating in programs administered by outside organizations or by student organizations. In addition, there are inconsistencies in reporting from campus to campus especially in the interpretation of the term "community service". The Task Force believes that generally campuses underreported types of activities rather than including all activities which the Task Force considers as community service.

The statistics provided lead to a reasonable, though conservative, understanding of community service activities in The California State University as they were carried out at the time of the survey.

Estimated Number of Participants (Systemwide)	15,164
Percent of Participants, by Form of Activity	
a. Internship	62%
b. Non-internship	37%
c. Indeterminate	1%
Percent of Participants, by Sponsoring Unit	
a. Academic Unit (e.g., dept., school)	69%
b. Nonacademic Unit	27%
c. Mixed/Indeterminate	4%
Percent of Participants, by Type of Service[1]	
a. Health	12%
b. Education	13%
c. Social Welfare	23%
d. Other Governmental	4%
e. Cultural Enrichment	15%
f. Other/Indeterminate	33%
Percent of Participants, by Type of Gain (categories not mutually exclusive)[2]	
a. Experience	99%
b. Credit	78%
c. Stipend	22%
d. Requirement	32%
e. Other	30%

1 This categorization was inferred from the questionnaire data. The incidence of "other/indeterminate" is inflated by the frequent reporting of groups of activities under an "umbrella" program.

2 The percentages labeled "stipend" and, to a lesser extent, "credit" and "requirement" may be inflated because these items on the questionnaire were checked if some but not all participants received stipends, academic credit, and/or credit towards meeting degree requirements.

Percent of Participants in Programs
With Non-general Fund Budget
(categories not mutually exclusive)[1]

a. Other State	1%
b. Private	13%
c. Federal	9%
d. Agencies Served	12%
e. Associated Students	15%
f. Other	7%

Even as the Task Force began its work, The California State University had already taken steps to strengthen programs of human service on its 19 campuses. Upon recommendation of Chancellor W. Ann Reynolds, the CSU Board of Trustees allocated $1.0 million in two categories -- Service to Under-represented Minority High Schools and Student Community Service -- in its 1986/87 Lottery Budget. These funds, distributed to campuses with guidelines endorsed by the Task Force, were used both to augment existing community service programs and to place student interns in 160 high schools characterized by high levels of minority enrollment. Strongly positive reports on 1986/87 activities from the campuses resulted in continued support of these programs in the 1987/88 Lottery Budget that the CSU Board adopted in May, 1987. The 1988/89 lottery budget adopted by the Trustees in March 1988 included an additional $312,000 for the high school interns program.

The student community service program is designed to fund student internships and other student activities that offer opportunities for students to relate their academic learning to the solution of social problems, or to augment the human resources of social service agencies serving our citizens.

Community service is broadly defined to include work with social, educational, governmental, and human service agencies. Student activities may involve a wide range of activities including volunteerism, clinical placements, paid internships, work-study, laboratory experiences and cooperative education.

Campuses were allocated $20,000 each plus an FTES pro rata allocation. Funds may be used for the following:

- o To develop a model program in which a currently unmet social need is addressed through the use of students working in the local community;

- o To enhance an existing program involving community service by students.

1 The "agencies served" item appears to have been particularly subject to variation in interpretation by respondents.

Campuses are asked to expend lottery funds with the goal of encouraging community service as an integral part of the educational experience of many students. Thus, participation of students in community service programs is not limited to majors in the human service disciplines. However, such community service is directly related to the educational programs and is a part of the academic learning experiences.

These lottery funds have produced exciting results on campuses. Many campuses utilized lottery funds to extend existing programs; others developed new programs which have interesting implications for dissemination to other campuses as we share information across campuses.

A description of some exemplary programs follows. In addition, individual campus activities are summarized in Attachment A.

EDUCATIONAL PARTICIPATION IN THE COMMUNITY (EPIC).

Several campuses chose to direct lottery funds to assist their EPIC program, a comprehensive community services program. California State University, Long Beach encourages students to engage in meaningful experiences by volunteering their time for academic credit at approved work sites in local and national non-profit organizations. Students are monitored by faculty who ensure that academic integrity and the quality of work are maintained. Students may also volunteer without seeking academic credit. CSULB students worked in such diverse areas as rape prevention, hospitals, crisis counseling, health programs, recreation, education, legislative offices, law enforcement, advertising, and elderly assistance programs.

California State University, Los Angeles also provided support for students involved in the EPIC program. CSULA developed an innovative partnership with MacLaren Hall in El Monte, the main residential care facility in Los Angeles for abused and abandoned children. Students in Health and Human Services developed a new infant care program. Education students conducted weekly music classes.

VOLUNTEER INCOME TAX ASSISTANCE PROGRAM (VITA).

The VITA Program is designed to assist lower income groups such as the handicapped, the non-English speaking, and the elderly with the preparation of their personal tax returns. Several campuses including California State Polytechnic University, Pomona, and California State University, San Bernardino, utilized community serv.ce lottery funds to increase student participation in the program with faculty supervision and training by the Internal Revenue Service.

PUBLIC SCHOOL OUTREACH.

Building on the strength of the CSU arts programs, students and faculty, several campuses utilized lottery funds for public school outreach in the arts. The Department of Music, San Diego State University received funds to bring participatory opera workshops into the public schools, under the direct supervision of a faculty member. San Jose State University supported student performances in art, music and theatre arts at local area high schools, again with faculty supervision.

Humboldt State University supported student-directed projects; one of these projects was a Teen Theatre project in which students introduced teens to theatre as a means of exploring issues of social concern. A play on the homeless, developed by students and faculty, is now available for theatre groups elsewhere. Another student project encouraged students to stay in school and consider careers in arts management. Many campuses supported such public school outreach programs. San Jose State University's "Si, Se Puede", a cooperative program between the University, the Santa Clara County Office of Education, and the City of San Jose, provides interns from a broad range of departments to work with K-12 students in inner-city schools.

At Humboldt State University, other public school outreach projects were supported as student-initiated and student-directed programs. These include a program assisting pregnant teens to stay in school, a therapeutic horseback riding program for disabled youth, a self-reliance course for "latch-key" children, and a tutorial/teacher aide program.

At San Francisco State University, students served in numerous schools, in alternative programs, in Head Start and pre-school programs, and in children's centers. The San Francisco State University program placed 120 students in 77 agencies. According to the student questionnaires evaluating their experiences, students reported the following skills were used or developed: communication 92%, listening 87%, decision making 57%, offering and accepting support 57%, and problem solving 56%. In addition, 64% said the agency experience was highly valuable.

ORGANIZATIONAL RESEARCH FOR PUBLIC AGENCIES AND ELECTED OFFICIALS.

Many campuses directed lottery funds to support organizational research for public agencies. Students at California Polytechnic State University, San Luis Obispo prepared a database for the County Health Department, a needs assessment of school-age child care for the County Department of Social Services, and a needs assessment of the Homeless for the Economic Opportunity Commission.

Sonoma State University management students conducted a study of the organizational methods and communication systems of Northern California Conservation Councils and developed a research plan for obtaining economic data for the County (for the Sonoma Economic Forum). Anthropology students conducted field studies for the U.S. Bureau of Land Management and served the California State Office of Historic Preservation.

California State College, Bakersfield placed students in various county and city offices including the City Managers' Office and the County Fair Housing Division. Internship position descriptions include such organizational research activities as researching community resources, developing a marketing plan, coordinating and conducting audit surveys, and developing a fund/line item account structure for resource management.

California State University, Fresno assigned students to conduct research for various public agencies and elected officials, including the County Health Department, the State Department of Justice, the City Parks and Zoos, an Assemblyman's office and a Congressman's office, the City Development Department and Public Works, the Unified School District, and the County Planning Division.

DEVELOPMENT OF AUDIOVISUAL AND PROMOTIONAL MATERIALS.

Several campuses utilized lottery funds to develop audiovisual materials for community agencies. At California State University, Chico, students produced a series of videotapes to be used by the Chico Municipal Court advising individuals charged with infractions, misdemeanors, and felonies about their rights prior to arraignment. Also members of the student chapter of the American Society of Civil Engineers built a unique, large scale representation of the ARC logo (Association for Retarded Citizens) -- an actual arc to be utilized for ARC fund-raising events. Other students developed materials for an art appreciation program for local public schools.

PROGRAMS FOR THE DISABLED.

While many campuses provided services for the disabled, such services were the focus of the California State University, Northridge program. The National Center on Deafness and the Office of Career Planning developed a two-pronged program: internships in educational programs serving deaf students, rehabilitation agencies and community service agencies; and internships for deaf/hearing impaired students explore the feasibility of a permanent academic internship class for deaf/hearing impaired students and students enrolled in deaf studies.

SERVICE TO REFUGEE POPULATIONS.

One of the programs funded by the California State University, Fullerton placed interns in human service agencies or organizations dealing with targeted refugee populations, compiled statistics for the Refugee Forum of Orange County, served refugee battered women, counseled immigrants served by the International Rescue Committee, served Vietnamese youth in a substance abuse program, and worked on problems of Indochinese constituents in a Congressman's district.

SERVICES TO FAMILIES.

Most campuses provided services to families as one of the activities funded. In the case of internships at California State University, Hayward, such activities were a major part of the program. Students served in several crisis intervention and mental health facilities. They provided service in the Women's Refuge, the Shelter Against Violent Environment, the Jewish Family Service and Shelter, the Bay Area Women Against Rape and city recreation and human resources programs.

MENTAL HEALTH SERVICES.

Again, many campuses provided direct mental health services. For example, at California State University, Stanislaus, students provided counseling for in-patient and outpatient settings in alcohol and drug abuse rehabilitation.

In the end, the Task Force outlined a number of ways by which students might be encouraged to engage in human or civic service -- through academic credit, paid internships, and recognition in various forms. The Task Force believes that, with adequate fiscal and administrative support, human service activities will become an integral part of the life of The California State University.

The specific Task Force recommendations in the draft report distributed to campuses for comments are as follows (see Attachment D for full Task Force report with campus comments in margin).

1. The Task Force recommends that community service be an integral part of the academic life of students as a learning experience.

2. The Task Force recommends that The California State University develop incentives for community service.

3. The Task Force recommends that The California State University work actively to involve students, faculty, staff, and administrators in the development or expansion of campus-based community service programs, tailored to the needs and resources of the campus and its community/communities.

4. The Task Force recommends that a systemwide committee be designated, with campus representation, to link all campus-based community service programs. The Committee would provide support for these efforts, foster the exchange of information and ideas, and provide advice to the Chancellor's Office on such issues as budget and program, database development, and evaluation of effectiveness of community service.

5. The Task Force recommends that each campus develop or designate an individual/office/unit which will serve as the focal point for community service on the campus and coordinate community service activities.

6. The Task Force recommends that each campus establish a campus task force to work with the individual/office/unit designated to serve as the focal point for the campus. The campus task force will recommend ways of establishing, coordinating, implementing, and evaluating a community service program appropriate to the individual campus. These recommendations will include the mechanisms for establishing relations with organizations which provide community services, the types of organizations and individuals students will serve, the training needs of student participants, and the criteria for student participation.

7. The Task Force recommends that adequate funding be secured for student stipends, administration, technical assistance, training and supervision/support of students before implementation of the program.

In addition to the recommendations of the Task Force, the Academic Senate resolved that the Senate endorse the concept of voluntary student community service and issued a concept paper on the subject.

Since the Task Force completed its report, the CSU has enhanced its activities through other efforts in addition to the programs developed or expanded using lottery funds. Also, the University has embarked on a substantial effort to plan for the future and develop and implement strategies to greatly expand the level of student participation in the Human Corps.

Activities underway include:

(1) Systemwide Task Force for Policy Guidance. The CSU has designated the Task Force on Civic Service Internships as the system Human Corps Task Force. The Task Force will meet in April to approve a final report, to review the Human Corps baseline data, to review the data collection instruments and proposed data gathering process, to review the planned activities of campus task forces, to review plans for campus regional meetings, and to recommend further action.

(2) Campus Plans/Leadership. Campuses have identified a Human Corps campus coordinator and are in the process of appointing campus task forces with the appropriate representation, including students, faculty, community representatives and campus administration. By July 1, 1988 each campus will propose strategies for substantially expanding the level of student participation in the Human Corps, establish criteria for determining what activities qualify as community service and which campus programs and community agencies qualify for student assistance, and develop a statement regarding the campus commitment to the Human Corps service for inclusion in application and orientation materials. Each campus task force will develop a statement concerning the provision of academic credit for Human Corps service keeping in mind that academic credit is already offered for such activities in courses with a clinical placement, internship or practicuum.

(3) Data Collection. In cooperation with CPEC staff, the CSU and UC have determined that biennial surveys will be conducted to collect information. The California State University is proposing uniform data collection instruments and processes which are currently under campus review and are designed to collect the following information.

- Number of Students Participating
  - By Academic Area
  - By Academic Level
  - By Categories of Volunteer, For Pay, For Credit
- Types of Community Agencies participating with Types of Opportunities and Program Enhancement Provided
- Types of Incentives Offered
- Number of Courses Offering Human Corps Opportunities
- Number of Faculty and Staff Involved in the Human Corps Program and Sources of Funding for these Personnel

(4) Information Sharing. The University believes that much can be gained by sharing information concerning the exemplary programs which exist on campuses and by exchanging ideas and strategies for expanding existing student participation. For these reasons, several information-sharing activities are planned.

Lead campuses have been identified to serve as hosts for meetings of campus representatives responsible for programs involving student community service. These campuses are California State University, Fullerton and California State University, Chico. These meetings will be conducted before June 1988.

(5) Documentary. The CSU students and faculty will produce a documentary of model/exemplary campus Human Corps programs. The documentary will feature students, faculty and staff in community agencies providing service and will be available by Fall 1988 for general distribution.

In summary, The California State University is committed to promoting Human Corps activities by students and to the importance of service learning in the education of California's college students. We will continue to seek ways to increase student participation and to assist campuses in their Human Corps efforts.

FURTHER INFORMATION

For further information, contact Dr. Diane Vines, Director, Office of Special Programs, Academic Affairs at 213/590-5768.

ATTACHMENT A

HUMAN CORPS IN THE CSU
EXAMPLES OF CAMPUS PROGRAMS

1986/87 LOTTERY SUPPORTED PROGRAMS

California State College, Bakersfield

Internships

Community agencies:

County Board of Supervisors, City Manager's Office, Police and Fire Departments;
Community agencies for legal aid, health care, crisis aid, victim assistance, education, family counseling, transit services for handicapped, housing services, geriatric services, environmental services, United Way

Services performed:

Direct services including family education and counseling, educational counseling, victim counseling, services to disabled, adolescent counseling and intake, geriatric services;
Indirect services including administrative and management support, research and development, marketing, staff development and training, budget preparation, policy development, accounting, visual production assistance, audit

Benefit to community:

The benefit to the community is evidenced by frequent calls from community agencies requesting student interns.

Relationship to academic program:

Student and faculty interest in the program is growing. More diverse placements are being planned which will build the relationship to the academic program. The program involves course work in conjunction with the internship.

Campus contact:

Dr. Roy Dull, Dean, Extended Education

California State University, Chico

Internships

Community Agencies:

County Health Department, Municipal Court, schools, health care agencies, services for disabled children, Association for Retarded Citizens, library, schools, recreation and aging agencies

Services performed:

Environmental services, legal assistance, preparation of videotapes and information, tutoring, health promotion and care, adapted physical education services, preparation of a logo, library reference assistance, public school outreach in the arts, services for the elderly

Campus contact:

Dr. Herman Ellis, Director of Student Activities

California State University, Dominguez Hills

Non-internship activities:

Services performed:

The lottery funds were used for released time for five faculty members to work throughout July and August to enhance the Cooperative Education program. Tasks that faculty performed included 1) contacting businesses and agencies to obtain internships, 2) establishing syllabi for discipline specific seminars to accompany the internships, 3) identifying students in the schools that they represented who would be interested in enrolling in career exploration internships, and 4) working with faculty and administrators to integrate internships into the curriculum of academic programs in the schools.

Faculty involvement:

Internships were developed by faculty through professional contacts, mailings, telephone calls and referrals from staff/faculty members and the South Bay Business Roundtable.

Format specific syllabi presented for computer science internships. A proposed format for Physical Education Recreation and Dance students to pursue a congruent career path was developed and a school-wide format for Science, Mathematics, and Technology was prepared. In addition, project revisions in courses and curriculum was presented for internship opportunities for communications majors. Students identified through mailings, classroom contacts, departmental files, and referrals from the cooperative Education office.

In terms of integrating internships into the curriculum of academic programs in the schools, faculty members schedule meetings with selected coordinators and department chairpersons in the School of Humanities and Fine Arts and in the Center for Quality Education. In addition, faculty members from accounting and auditing have expressed an interest in joining in the effort to expand the program into their departments.

Benefit to community:

The primary benefit to the community is the increased professional contacts between faculty and employers. The corporate community benefits from being able to train entry level employees while they are students with the expectations that the students will become permanent employees.

Relationship to academic program:

Faculty involvement increased the academic credibility and legitimacy of the Cooperative Education program for the campus community at large and for external funding sources. Faculty assess the quality of internships from an academic perspective, select and refer students, and assist students in establishing discipline related learning and performance objectives. Faculty are also able to keep abreast of current needs of students and employers.

Campus contact:

Dr. Carol Guze, Associate Vice President of Academic Affairs

California State University, Fresno

Internships

Community Agencies:

Environmental organizations, health care agencies, justice agencies, public agencies, zoos, farm agencies, assemblyman's office, historical society, arts organizations, social service agencies, crisis and family service agencies

Services performed:

Environmental information, awareness, administrative assistance, animal services public information and education, research, legislative assistance, curatorial services, writing assistance, counseling, conference organizing, legal assistance, community liaison

Non-internship activities:

Service performed:

Development of a job-matching computer program and database

Faculty involvement:

Faculty members served as cooperative education coordinators for the program.

Campus contact:

Dr. Ken Pascal, Special Assistant to the Vice President and Director of Cooperative Education

California State University, Fullerton

Internships

Community Agencies:

Gerontology agencies, Refugee service agencies, Orange County Administrative Office, Adolescent Treatment Institute, International Rescue Committee, Congressman's Office

Services performed:

Gerontology services, services to immigrants and refugees, development of marketing plan and materials, cross cultural workshop for human service professionals who work with refugee population, statistical services, drug abuse services for refugee use

Non-internship activities:

Service performed:

Preparation of manual and plans for future placements;
Purchase of computer equipment and training of students to coordinate internship program
Large number of future placements arranged, voluntary and paid, for work with refugee populations;
Computer will be used to expand internship program

Faculty involvement:

Faculty members from Anthropology, Sociology, and Psychology served as internship coordinators

Benefit to community:
The benefit to the community was considerable. Students from diverse backgrounds and with differing expertise across all schools are now able to obtain paid and/or voluntary positions in a variety of agencies that serve refugees.

Relationship to academic program:
The activities are clearly related to the University's academic program by providing real-life learning laboratories to test and utilize research and vocational skills gained through formal academic means. This leads to enhancement of learning and the reinforcement of knowledge gained by actual hands-on, experiential activities in an important social arena -- the acculturation of refugees to the local community.

Campus contact:
Dr. Caroline Kubiak, Acting Director for Internships and Cooperative Education

California State University, Hayward

Internships

Community Agencies:
Schools, health care organizations, public agencies, suicide prevention and crisis agencies, juvenile detention and probation agencies, family service agencies, community service agencies, mental health agencies, children's organizations, housing agencies, libraries

Services performed:
Various community service activities

Faculty involvement:
Faculty members served as advisors

Campus contact:
Dr. Don Warrin, Director of Cooperative Education

Humboldt State University

Internships

All projects were student-directed community service projects

Community Agencies:

Environmental agencies, education agencies, county and city agencies, family service agency, disabled youth program, senior citizen programs, refugee agencies, Hoopa Indian reservation

Services performed:

Development of a non-native speakers Guide to Edible Plants, project to increase access to arts vocation, development of an adult re-entry resource and referral guide, development of county park management plan, family counseling, work with disabled youth, environmental services including public school outreach, self reliance course for "latchkey" children, park redevelopment plan, pedestrian and bicycle needs study, management services to local agencies and businesses, senior citizens hearing impaired medical self-help record keeping, Southeast Asian community needs assessment and self-help farming, teen theatre project including writing a play about the homeless, tutorial/teacher aide on Indian reservation

Benefit to community:

Projects addressed a recognized and demonstrable social problem or unmet community need. Student applicants were required to identify related services and address the issue of duplication of services. Students designed projects which would build partnerships between student directors, community sponsors and faculty members and which would provide direct service to those community members with the fewest options and resources. Local newspaper articles attest to the service provided the community.

Relationship to academic program:

The student-directed projects offered opportunities for students to relate their academic learning to addressing social problems. Faculty members were invited by student directors to serve on projects.

Campus contact:

Dr. Joy Hardin, Executive Director of Youth Education Services

California State University, Long Beach

Internships
Community Agencies:
Health care agencies, schools, Association for Retarded Citizens, arts organizations, public agencies, public television, rape hotline, community service agencies
Non-internship activities:
Service performed:
Revitalization of the EPIC program
Campus contact:
Mr. John Shainline, Vice President for Student Services

California State University, Los Angeles

Internships
Community Agencies:
EPIC office, child residential care facility, schools
Services performed:
Development of an infant care program, weekly music classes, research, drop-out prevention
Non-internship activities:
Service performed:
Development of community service promotional materials for credit courses and volunteerism
Faculty involvement:
Faculty involvement came directly through the hiring of a faculty consultant to the EPIC program and indirectly (not paid) through development of the new service projects. In the first case, a faculty member from the Department of Pan-African Studies assisted in the redesign of an orientation workshop on service learning for credit students, helped develop service learning for credit students, and helped develop a handbook for the faculty who are sponsoring students in service learning field placements. Faculty also were involved in setting up the new internship program at MacLaren Hall.
Benefit to community:
The main benefit to the community was the actual increase in the number of students involved through the promotion and strengthening of the existing credit and volunteer programs.
Relationship to academic program:
The relationship of community and public service programming to the academic program has been strengthened. Although the new program supports have been in place and operational for less then six months, there is already increased campus visibility, increased faculty participation and departmental support, and a significant increase in student participation.
Campus contact:
Mr. George Umezawa, EPIC Program

California State University, Northridge

Internships

Community Agencies:

Social service and educational agencies serving deaf/hearing impaired citizens, various public and private agencies and businesses employing hearing impaired students, the Center of Achievement for the Physically Disabled

Services performed:

Direct and indirect services for deaf/hearing impaired and the physically disabled

Non-internship activities:

Service performed:

Guest lecturers to provide employers with an orientation to deafness and information on hiring and working with deaf employees;
A feasibility study on the development of a work experience/academic internship class for deaf students and Deaf Studies majors.

Faculty involvement:

Faculty in Communicative Disorders, Physical Education and Special Education are involved with the program.

Benefit to community:

Community awareness and acceptance of the disabled have been greatly enhanced by the program.

Relationship to academic program:

There is a direct relationship between the community service program and the study of communicative disorders and disabilities.

Campus contact:

Ms. Dorena Knepper, Director of Governmental and Administrative Affairs

California State Polytechnic University, Pomona

Internships

Community Agencies:

Volunteer Income Tax Assistance Program, County Regional Planning Department, local citizen's group, senior citizens group, city, county and state agencies, Children's Home Society, literacy agencies and public television

Services Performed:

Income tax assistance to low income residents, community research and analysis (with report and Audiovisual materials), policy and budget research, graphic work, design work, evaluation research

Relationship to academic program:

All internships are administered by a faculty member with the student serving as a student assistant under the direct supervision of the faculty member.

Campus contact:

Dr. Allen Christensen, Acting Provost and Vice President for Academic Affairs

California State University, Sacramento

Internships

None of the funds allocated to campus for this program were spent.

Campus contact:

Dr. June Stuckey, Associate Vice President for Program Development and Evaluation

California State University, San Bernardino

Internships

Number of students involved: total of 10,457 service hours in a ten-week period

Community Agencies:

Community-based organizations, local government agencies, March of Dimes, schools, income tax assistance agency, crisis hotline

Services performed:

Fund-raising, work with minority junior and high school students, assistance with income tax preparation for low-income and elderly residents, crisis hotline, geriatric recreation services, management services, housing assistance, services to the disabled

Campus contact:

Dr. Amir El Ahraf, Associate Vice President for Academic Resources

San Diego State University

Internships

Community Agencies:

Public schools, community service agencies, health service agencies, public defense agencies

Services performed:

Public school outreach in music, translation and research, tutoring, writing instruction, business and management services, computer systems development, health care assessment and education (including development of Audiovisual materials)

Relationship to academic program:

A deliberate attempt was made to develop internships expected to become part of the University's formal curriculum with a goal that they become permanent courses in the curriculum.

Campus contact:

Dr. Carole Leland, Director of Cooperative Education

San Francisco State University

Internships

Number of students involved:

144 volunteer interns

13,000 hours of service at 8 hours per week for 12 week period

Community Agencies:

77 agencies in 9 categories of social need -- animal services, arts, community outreach and advocacy programs, crisis intervention, education and school programs, legal and human rights advocacy, physical and mental health groups, senior services, youth services.

Services performed:

Administrative 21%, counseling 28%, teaching 28%, recreation 11%, tutoring, research, program coordinating, clerical, cooking, information

Benefit to community:

A community Advisory Board provides consultation on program development and evaluation. Two community representatives in the field of public service visited the Program's student seminars to participate and evaluate.

Relationship to academic program:

Placement supervisors evaluated student learning. On-campus seminars included graded evaluations on problem solving, communication, and feedback skills.

Campus contact:

Dr. Donald Casella, Director, Career Center

San Jose State University

Internships

Community Agencies:

Social service organizations, schools, libraries, non-profit agencies, public administration, Si Se Puede agencies

Services Performed:

Tutorial services for students, public school outreach in the arts, management services, support for Si, Se Puede program

Non-internship activities:

Service performed:

Development of policies, internship placements, and materials involving student assistants in community health, nursing, library science, and nutrition and food science;

Future student placements will involve additional students.

Faculty involvement:

Faculty in Social Work, Engineering, Arts, Nutrition and Food Science, Public Administration involved in developing placements

Benefit to community:

Community agencies will benefit by the future student placements developed by the faculty and student assistants

Relationship to academic program:

Faculty work with the program to incorporate the service learning with the student's regular academic program

Campus contact:

Dr. Serena Stanford, Associate Academic Vice President

California Polytechnic State University, San Luis Obispo

Internships

Community Agencies:

Local non-profit human service organizations, governmental agencies, schools, educational television, California Conservation Corps, child care agencies, homeless agencies, California Literacy Campaign

Services performed:

Research and development, counseling on alcohol and drug abuse, work with K-12 students, media coordination, curriculum assistance, housing services, homeless food service, mental health work

Non-internship activities:

Service performed:

Survey of community agencies for intern and volunteer opportunities for computerized database (clearinghouse) with student access in Community Action Bureau in University Union

Faculty involvement:

A faculty member serves as one of the administrators of the program; faculty members serve as internship supervisors.

Campus contact:

Dr. Diane Long, Associate Professor of Political Science

Sonoma State University

Internships

Community Agencies:

Community service organizations, government agencies, non-profit economic forum, California State Office of Historic Preservation, U.S. Bureau of Land Management, schools, English As a Second Language program, refugee and immigrant programs

Services performed:

Management assistance, archaeological projects and field studies, domestic violence and eating disorders awareness, work with high school students

Non-internship activities:

Service performed:

Program development including computerized data base, placements, materials, seminars, work with present and prospective field supervisors and graduate advisors, procedures

Faculty involvement:

Faculty involved in program development and supervision

Campus contact:

Dr. Milton Gordon, Vice President, Academic Affairs

California State University, Stanislaus

Internships

Community Agencies:

Drug and alcohol rehabilitation program, a New Beginnings project, recovery agency, volunteer center, civic theatre

Services performed:

Outpatient and inpatient counseling in drug and alcohol rehabilitation programs, design of brochures and mailings, recruitment of other students, promotional preparation of 1987 theatre season

Non-internship activities:

Service performed:

Academic enhancement for international students

Benefit to community:

Adjustment for international students into the local community and assistance in the pursuit of academic goals

Campus contact:

Mr. Cary Peyton, Director of Student Life

ATTACHMENT B

Human Corps
Campus Contacts

Dr. Fred Dorer
Vice President for Academic Affairs
California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099

Dr. Dennis L. Hefner
Vice Provost
California State University, Chico
First and Normal Streets
Chico, California 95929

Dr. Patrick A. Wegner
Associate Vice President
for Research and Extended Programs
California State University, Fullerton
Fullerton, California 92634

Dr. Leonard Salazar
Assistant Vice President
for Academic Affairs
California State University, Fresno
Fresno, California 93740-0048

Mr. Emmack Lovett
Assistant Vice President
Instructional Services
California State University, Hayward
Hayward, California 94542

Dean Lee Bowker
Dean, College of Behabioral
and Social Sciences
Humboldt State University
Arcata, California 95521

Mr. John W. Shainline
Vice President for Student Services
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840

Mr. George Umezawa
EPIC Program
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

Dr. Virginia Hunter
Academic Affairs
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330

and

Dr. Leland Gasser
Student Affairs
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330

Dr. Robert Naples
Acting Vice President for Student Affairs
California State Polytechnic University, Pomona
3802 West Temple Avenue
Pomona, California 91768

Dr. Shirley Uplinger
Associate Dean, Planning and Evaluation
California State University, Sacramento
6000 J Street
Sacramento, California 95819

Mr. Peter Wilson
Dean of Students
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407-2397

Dr. Carl Emerich
Associate Vice President for Student Affairs
San Diego State University
5300 Campanile Drive
San Diego, Califoria 92182-0763

Dr. Donald A. Casella
Director, Career Center
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Professor Jose Villa
Coordinator, Si, Se Puede
School of Social Work
San Jose State University
One Washington Square
San Jose, California 95192-0005

Ms. Sam Lutrin
Assistant Director of Student
Life and Activities
California Polytechnic State University
San Luis Obispo, California 93407

Dr. Rand Link
Dean of Student Affairs
Sonoma State University
Rohnert Park, California 94928

Ms. Pamela Lennox
Director of the University
Cooperative Education Program
California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, California 95380

1709p/

ATTACHMENT C

HUMAN CORPS
CAMPUS TASK FORCES

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099

Dr. Meryl Ruoss (Chair), Professor of Public Administration
David Cohen, Professor of Psychology
Roy Dull, Dean, Extended Studies and Regional Programs
Tom Jarvis, Vice President for Programs, 60+ Club
Lon Kellenberger, Professor of Education
Kathy Mehling, President, Associated Students
Tom Orr, Coordinator, Cooperative Education/Management Internship Progam
Warren Paap, Professor of Sociology
Pete Parra, Acting Director, Employers Training Resource
Jody Powell, Coordinator, Career Planning & Placement
Sid Sheffield, Vice President, Development & Public Affairs, Mercy Hospital
Sandra Larson, Coordinator, Personnel Services, Kern County Superintendent of Schools Office

California State University, Chico
Chico, California 95929

Dennis Hefner, Chair, Vice Provost
James O. Haehn, Dean, College of Behavioral and Social Sciences
Kim DuFour, Student Activities
Janet Richmond, Community Action Volunteers in Education
Bill Lerch, Coopeative Education and Internships
Dick Trimmer, Physical Education
Katia Milo, Information and Communication Studies
Community Representative
Associated Students Represenative

California State University, Dominguez Hills
Carson, California 90747

James Hartris, Vice President Academic Affairs
Raul Aceves, Director, Alumni Affairs
William Blischke, Director, Institutional Studies
Barbar Chrispin, Director of Development
Lisa Duckworth, Student Representative
Larry Gray, Director, Student Development
Carolyn Harris, Director, Cooperative Education
David Heifetz, Coordinator, Writing Competency
Jackie LaBouff, Learning Assistance Center
Laurence Press, Faculty
Rene Sabio, President, Associated Students
Charles Porter, Chair, Advisory Board

California State University, Fresno
Fresno, California 93740-0054

Thomas Boyle, Associate Dean, Representing the Office of Student Affairs
David Chesemore, Professor of Biology, Representing the Graduate Council
Richard Ford, Dean, School of Health & Social Work, Representing the Deans' Council
Max Futrell, Professor of Criminology, Representing the Executive Committee
Nathan Liskey, Professor of Health Science, Representing the Academic Policy & Planning Committee
Ruth Masters, Professor of Criminology, Representing the Personnel Committee
Karen Nishio, Professor of Nursing, Representing the Univesity udget Committee
Nancy Pierce-Grant, Community Representative
Billie Poston, Professor of Physical Education Representing the Student Committee
Leonard Salazar, Assistant Vice President for Academic Affairs, Representing the Office of the Vice President for Academic Affairs

California State University, Fullerton
Fullerton, California 92634

Dr. Charles Buck, Associate Vice President for Student Services
2 Associated Students Representatives
(2 students to be appointed)

Commuity Representatives
Ms. Kay Bergdahl, Communtiy Service Coordinator, Edison High School, Huntington Beach
Ms. Mary Miller, Director, Organge Couty UrbanLeague

Faculty Representatives
Dr. Keith Boyum, CSUF Statewide Academic Senator
3wo representtives from the Academic Senate, Student Academic Life Committee
Dr. Ron Rietveld, Professor of History

Student Services
Ms. Bobbe Browning, Director of Career Development Center
Mr. Marc Kellenberger, Assistant Dean, Humanities & Social Sciences
Ms. Loydene Pritchard, Director of University Activities
Dr. Carolyn Kubiak, Acting Director, Center for Internships & Cooperative Education

California State University, Hayward
Hayward, California 94542

Martha Auvenshine, Professor of Nursing & Chair, Department of Nursing
Carl Bellone, Professor of Public Administration & Associate Chair of
Department of Public Administration
Chris Billington, Student, CSUH
Toni Cook, Executive Director, Bay Area Black United Fund
Laura Holstrom, Student CSUH
Emmack Lovett, Assistant Vice President, Instructional Services
& Task Force Convenor
Irene Maestri, Executive Director, Volunteer Centers of Alameda Countyt
Jeff Mansfield, Student, CSUH
John Montgomery, Associate Professor of Recreation & Community Education
Sonjia Redmond, Assistant Professor of Sociology & Social Services
Donald Warrin, Professor of Portuguese & Director of Cooperative Education
Donna Wiley, Associate Professor of Management Sciences

Humboldt State University
Arcata, California 95521

Policy Council
Dr. Lee H. Bowker (Chair), Dean, College of Behabioral & Social Sciences
Vice President, Academic Affairs
Vice President, Student Affairs
President ASB
Student (ASB Nominee)
Chair, Academic Senate
Faculty (Senate Nominee)
Community Member (Presidential Appointment)
Community Member (Presidential Appointment)
Director, Center for Community Outreach

Center for Community Outreach
Advisory Council
Chaired by Director, Center for Community Outreach
Director, YES
Director, CDC
Student (1) (ASB Nominees)
Student (1) (YES Director Nominee)
Faculty (2) (Academic Senate Nominees)
Community Members (3) (Presidential Nominee)

Advisor Council for Human Corps Activities
Deans (2) (Presidential Appointment)
Dean of Undergraduate Studies
Students (3) (YES Director Nominee)
Faculty (2) (Self Nominees)
Community Members (3) (Director, CCO Appointments)

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840

Ex-Officio Members
Dr. John W. Schainline, Vice President for Student Services
Dr. John R. Beljan, Vice President for Academic Affairs

Task Force Members
Dr. Estela Andujo, Assistant Professor, Human Development Program and Social Work School of Social & Behavioral Sciences
Edward H. Babbush, Director, Career Development Center
Dr. Michael Connor, Professor, Psychology, School of Social/Behavioral Sciences
Christie Dodson, Program Administrator, University Extension Services
Dr. David Dowell, Professor, Psychology, School of Social/Behavioral Sciences
John Gravel, Student - Associated Students Administrator
Wade Hawyley,(Taskforce Chair), Manager Cooperative Education & Volunteer Services, Career Development Center
Michael Ivey, Student
Dr. Gloria J. Kapp, Director, Office of Financial Aid
Darwin Mayfield, Professor, Chemistry
Juan Mestas, Director, Educatioal Opportunity Program
Alan T. Nishio, Assistant Vice-President, Student Services
Melchior D. .Powell, Dean, Graduate Center for Public Policy and Administration
Nancy Wada-McKee, Associate Dean, School Based Programs

CSULB HUMAN CORPS TASK FORCE - COMMUNITY MEMBERS
Jennifer Gose, Director, Exchange Club (child abuse organization - volunteers)
Julie Roteliuk, Counselor (shelter for battered women)
Prany Sanikone, Director, United Cambodian Community Agency
Clarence Smith, Long Beach City Councilman
Armando Vasquez, Executive Director, Centro de la Raza
Mariam Smith, Exec. Director, LB Community Development Agency
Mary Manos, Executive Director, LB/South Bay Volunteer Center
Janet Crook, Executive Director, Sexual Assault Crisis Agency
Mario Beas, Recruitment Officer, LB Civil Service Commission
Jack Du Bois, Educational Partnerships, LB Unified School District
Diane Tasaka, Director of Planning, United Way
Ben Alvillar, Affirmative Action Officer - Orange Country

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

Mr. George H. Umezawa (Campus Representative), Director of the EPIC Program
Two Students - one designated by Associated Students and one selected by the Director of Epic
Four Faculty representatives - selected by academic governance
The Director of co-operative education
Two administrators - one designee of Vice President for Academic Affairs and one designee of the Vice President for Student Affairs
Two community/agency representatives appointed by the Vice President for Student Affairs and the Director of EPIC.

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330

Dr. Virginia Hunter (Co-Chair), Academic Affairs
Dr. Leland Gasset (Co-Chair), Director, Career Planning and Placement
Dr. Edward Sampson, Dean, School of Social & Behavioral Sciences
Dr. Dianne Philibosian, Associate Dean, School of Communication & Professional Studies
Dr. Margarita Nieto, Associate Professor, Dept of Chicano Studies
Ms. Ruth Horgan, Associate Professor, Dept of Computer Science
Dr. Crerar Douglas, Professor, Dept of Religious Studies
Dr. Harry Murphy, Director, Disabled Student Services
Ms. Marilyn Galloway, Coordinator, Career Planning and Placement
Mr. Leon King, Director, Financial Aid
Ms. Regina Smith, Coordinator, Student Activities
Ms. Lori Pederson, Student Assistant, Leadership & Volunteerism, Student Activities Office
Mr. Ronald Woffe, Director, Planning & Agency Relations, United Way
Ms. Pamela Brooks, Executive Director, Brotherhood Crusade
Ms. Jerri Spoehel, Executive Director, Volunteer Center of San Fernando Valley

California Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768

Dr. Robert J. Naples (Chair)
Associate Vice President for Student Affairs
Dr. Barbara H. Ford, Faculty
Recreation Department
Dr. Bonnita M. Farmer, Faculty
Foods/Nutrition and Home Economics Department
Dr. Victor E. Coppin, Faculty
Social Work Department
Dr. Willie D. Adamson, Faculty
School of Business, Accounting Department
John Hanna, Associate Director
Office of Student Life
Bobbie Piccola, Corporate Relations Coordinator/
Career Counselor, The Career Center
Dr. Gretchen M. Bataille, Acting Associate Dean of Instruction
Marilyn Gottschall, Administrative Fellow
David Perez, Student
Kevin Kaltenthaler, Studen
Carolyn Soth, Student
Reginald Webb, Community Business Person
Ellen Lepp, Counselor, Ganesha High School

California State University, Sacramento
6000 J Street, Sacramento, California 95819-2694

Faculty
John Clark, Professor, Management
Trevor Davey, Professor,Mechanical Engineering
Melanie Loo, Associate Professor, Biology Sciences
Cirenio Rodriguez, Associate Professor, CAPS
Donald Zingale, Professor, Health & Physical Education

Administrators
John Colen, Dean, Health & Human Services
Larry Hill, Assistant Dean, Engineering and Computer Sciences
William Mitchell, Coordinator, School College Relations
Kathleen Sasse, Director, Career Development & Placement Center
Shirley Uplinger, Associate Dean, Student Affairs

Community Representatives
Geraldine Esposito, Executive Director of California Society
for Clinical Social Work
W. Bruce Lee II, Executive Director, California BusinessLeague
Carla Lehn, Director, Agency Relations andServices, United Way
Bruce Wallace, Administrator, Volunteer Center of Sacramento
Kit Mahnke, Communications Director, Community Services Planning Council
Melinda Melendez, Member, University Advisory Board

Student Representatives
Mark Franco, Student Assistant in Educational Opportunity Program (EOP)
Keith Aytch, has an internship and a program sponsored by the School of
Education which is assisting high school students in preparing for college.
Geraldine Cariaga, President of Alpha Phi Omega, one of the more
active community service fraternities on campus.

California State University, San Bernardino
5500 University Parkway,
San Bernardino, California 92407-2397

Campus Administration
Dean of Students (Chair)
Dean of Undergraduate Studies

Faculty Representatives
Internship Coordinator - School of Business & Public Administratin
Internship Cooprdinator - School of Social & Bahavioral Science
Internship Coordinator - School of Humanities
Internship Coordinator - School of Education

Student Representatives
Student Coordinator - California State University,
San Bernardio Community Service Program
Student-at-Large (Nominated by the Associated Students, Incorporated)

Community Representatives
One representative each from the three United Way
organizationsin San Bernardio/Rivershide Counties.

San Diego State University
5300 Campanile Drive
San Diego, California 92182

Faculty
Chair, The Senate (or designee)
Dean, Undergraduate Division (or designee)
One faculty member-at-large
One faculty member representing a University/Community project

Students
President, Associated Students (or designee)
Two members of the Community Service Network

Staff
Associate Vice President, Student Affairs
Two staff, including one member from the University Relations staff

San Diego Community
Representative, public schools
Representative, public service agencies

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Donald A. Casella, Chair, Staff/Faculty, Career Center
Danilo Begonia, Ethnic Studies Faculty
Burnita Burge, Community Representative
Sandy Cochrane, Faculty/Staff, English
Donna Cunningham, Staff, Career Center
Paul Daniels, Student Representative
Jamie Eng, Business Faculty
Ira Sachnoff, Community Representative
Corless Smith, Broadcast Communications Arts Faculty

California Polytechnic State University
San Luis Obispo, California 93407

Sam Lutrin, Chair, Student Life and Activities

Sonoma State University
Rohnert Park, California 94928

Mr. Drew Calandrella, Director, Career Development Center
Mr. Ron Logsdon, Program Coordinator, Field Experience/Student Employment
Dr. Michael Ego, Administrative Fellow, Dean of Student Affairs Office
Dr. Chester Allen, Professor, Management Department
Dr. Sandra DeBella, Pofessor, Nursing Department
Ms. Sally Hurtado, Assistant Professor, School of Education
Dr. Skip Holmgren, Associate Professor, Conseling Department
Dr.Richard Zimmer, Professor, Hutchins School of Liberal Studies
Ms. Myrna Goodman, Community Service Job Developer (Student)
Mr. Steve Campbell, Associated Students Representative
Ms. Kathleen Barnier, Executive Director, Family Service Agency of Sonoma County
Ms. Judy Haydock, Coordinator of Community Resources, Cotati-Rohnert Park School District
Ms. Karen Johnson, Executive Director, Sonoma Country Volunteer Center
Ms. Julie Pavlovsky, Director, Youth Connection Program of Marin County

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, California 95380

Linda Avendon (United Way)
Warren Lindahl (Emanuel Medical Center)
Karen Mendonca
Frances J. Cook
Haig A. Rushdoony
Doald Bowers
Walter E. Doraz
Lydia Martinew (Student)
Ray Piro (Student)

ATTACHMENT D

DRAFT

REPORT OF THE TASK FORCE ON CIVIC SERVICE INTERNSHIPS

JULY, 1987

MEMBERS OF THE TASK FORCE ON CIVIC SERVICE INTERNSHIPS

Dr. William E. Vandament, Chair
Provost and Vice Chancellor
for Academic Affairs
Office of the Chancellor

Mr. James E. Aldredge
City Manager
Fresno

Father Joe Carroll
President
St. Vincent de Paul Center
San Diego

(Alternate: Ms. Mary Case)

Dr. Hal Charnofsky
Professor of Sociology
California State University
Domingiuez Hills

Dr. Diane Halpern
Professor of Psychology
California State University
San Bernardino

Dr. John W. Moore
President
California State University,
Stanislaus

Dr. James Rosser
President
California State University,
Los Angeles

Mr. John W. Shainline
Vice President for
Student Services
California State University,
Long Beach

Dr. Bob H. Suzuki
Vice President for
Academic Affairs
California State University,
Northridge

Mr. Lloyd Collins
Student
San Diego State University

Mr. Richard Ahern
Student
Sonoma State University

Ms. Lois Risling
Director, Indian Teacher
and Educational
Personnel Program
Humboldt State University

Chancellor's Office
<u>Program Coordinators</u>

Dr. Diane Vines
Director, Special Programs
Chancellor's Office

Dr. Charles Lindahl
State University Dean
Educational Support
Services and
Institutional Relations

<u>Staff</u>

Dr. Janice Erskine
Educational Programs
and Resources
Office of the Chancellor

TABLE OF CONTENTS

	PAGE NO.
Foreword	1
Introduction	3
Recommendations	4
I. Overview of Community Service by Students	9
1. Introduction	9
2. A Profile of Students in the CSU	11
3. Existing Community Service Programs in the CSU	12
II. Role of the Academic Community in Promoting Community Service	18
1. Campus Advisory and Planning Group	18
2. Service for Academic Credit	18
3. Utilizing and Expanding Existing Programs	20
III. Organization and Administration of Community Service Programs	21
IV. Campus/Community Relationships	24
V. Fiscal Issues	28
1. Cost of Administering Programs	28
2. Incentives and Costs Associated with Them	29
3. Funding Sources for Community Service by Students	34

FOREWORD

The activities culminating in the Report of the Task Force on Civic Service Internships can be accurately characterized as a labor of love for most Task Force participants. Almost from the inception of its deliberations, its members reached concensus that human service internships can provide valuable, and lasting, educational experiences for our students and contribute to the society of which we are members.

The views of the Task Force members reflect a growing national concern about our common future, given an increasing division of the United States into fragmented subcultures -- delineated not only on the traditional basis of ethnic origin, but also heightened by age, religious, and lifestyle "enclaves". A new body of literature is emerging which depicts the challenges that traditional American individualism, lowered ethical standards, increasing cultural diversity, and weakened social commitment present to our country. Newspapers, popular magazines, and television networks have focused considerable attention recently on this perceived decline in values and social commitment in our country.

As the Task Force began its work, The California State University had already taken steps to strengthen programs of human service on its 19 campuses. Upon recommendation of Chancellor W. Ann Reynolds, the CSU Board of Trustees allocated $1.0 million for these purposes in its 1986-87 Lottery Budget. These funds, distributed to campuses with guidelines endorsed by the Task Force, were used both to augment existing civic service programs and to place student interns in 160 high schools characterized by high levels of minority enrollment. Strongly positive reports on 1986-87 activities from the campuses resulted in continued support of these programs in the 1987-88 Lottery Budget that the CSU Board adopted in May, 1987.

The California Legislature has become actively involved in the issue of student participation in human services, initially through supplemental language introduced in the 1986-87 Budget by Assemblyman John Vasconcellos and subsequently adopted as ACR\158. The Report of this Civic Service Task Force will be forwarded to the California Postsecondary Education Commission in response to ACR 158. As this report is being completed, the Legislature is considering additional legislation (AB 1820) to create a Human Corps of college students to be adminstered by the State's public colleges and universities.

The Task Force considered carefully whether civic or human service should be required of all students prior to graduation. Although members of the Task Force shared the Legislature's goal of achieving greater involvement by students in human service activities, they had some concerns with potential legislative provisions, under consideration at the time, which would have mandated that all students participate in such activities as a condition of graduation. The establishment of a mandatory academic requirement, if adopted by the Legislature, would have set a precedent for academic governance with serious consequences for the State University. Legislation under consideration at this writing no longer contains reference to service as a condition of graduation.

Beyond a fundamental governance issue, however, members of the Task Force were concerned also that a mandated service might negatively affect access for some students, in particular, students from economic and cultural backgrounds that already present barriers to high aspirations and prospects for degree completion.

The Task Force members recognized that the Legislature could exercise its authority to require human service of students in return for access to State-financed educational programs without intrusion into the academic policies of college and universities. However, it was their hope that an active set of programs, offering a variety of incentives, might accomplish the same objectives in ways that would not impose hardships on those least able to accommodate them.

In the end, the Task Force has outlined a number of ways by which students might be encouraged to engage in human or civic service -- through academic credit, paid internships, and recognition in various forms. The Task Force believes that, with adequate fiscal and administrative support, human service activities will become an integral part of the life of The California State University.

The Task Force membership included persons serving as liaison to the primary CSU constituencies -- the Academic Senate and the California State Student Association -- and presidents representing the CSU Executive Council. The recommendations of the Task Force have already been forwarded to these groups in preparation for the next round of consultations with the campuses. The CSU is particularly grateful to the community representatives who made valuable suggestions on practices to aid joint university-community cooperation.

Wm. E. Vandament

William E. Vandament, Chair
Task Force on Civic Service Internships

INTRODUCTION

In response to a growing concern in California and nationally, as well as within The California State University, in Fall, 1986 the Chancellor established the Task Force on Civic Service Internships. The charge to the Task Force was to explore ways in which The California State University might respond to the need to provide experiences in human and community service for our students. Such experiences were seen as important for students, enhancing their academic preparation, assisting them in career choices, and providing opportunities to help defray the costs of their education through part-time employment. At the same time, students would be helping to meet the needs of local communities by assisting the disadvantaged or working in community agencies that provide public services.

Members of the Task Force prepared papers on various issues related to community service programs on campuses including characteristics of CSU students, developing effective campus/community relationships, the role of students, faculty and administration in promoting community service by students, and possible sources of funding for community service programs. In addition, the Task Force considered such issues as the preparation of students for service learning situations, criteria for student participation, types of organizations appropriate for student placement, and resource requirements for community service programs.

The Task Force also considered papers and recommendations prepared by a community group in San Diego and the directors of student-directed service programs on three CSU campuses, as well as reports on programs at other institutions in California and elsewhere. The final recommendations of the Task Force are based on all of these materials as well as the experiences of various Task Force members in administering community service programs, supervising students in off-campus placement, developing curriculum for academic programs, and receiving and utilizing student volunteers in service programs.

RECOMMENDATIONS

Sonoma - Important to address the faculty workload issue realistically.

Fresno - CFA needs to be consulted about faculty involvement.

CSLA - Service should not be an academic requirement.

SD - The role of the faculty relative to faculty workload and faculty review, systemwide and institutional priorities, and professional recognition needs to be explored.

Pomona - It is important to teach that a university education carries with it the responsibility of service. This requires a universitywide change of attitude.

SLO - Don't overemphasize the academics - importance of student-directed, non-academic programs - define community service as those that "aim to meet human needs" - important to proceed thoughtfully and carefully.

Fresno - Should not be a GE or graduation requirement.

Bakersfield - No GE credit awarded.

Chico - Student incentives are important, such as GE credit.

1. **The Task Force recommends that community service be an integral part of the academic life of students as a learning experience.**

The California State University takes seriously its responsibility to educate students for civic commitment -- to have a sense of responsibility to society. It is further committed to the concept of service learning because the benefit to the student as an educational experience has been demonstrated in programs across the country. Experiential learning in community service is the ultimate goal of the Task Force efforts.

The Task Force envisions a future in which community service will be an integral part of the educational experience of students; therefore, the participation of students should not be limited to majors in the human service disciplines.

Community service programs should be designed to meet the special needs and circumstances of The California State University students. CSU students are ethnically diverse, somewhat older than traditional college students. Many are first generation college students. A large proportion come from low-income backgrounds and most work to help defray their college expenses. Therefore, the programs should be designed for a diverse student population. They should offer a variety of experiences that will enable students to meet their particular needs and circumstances and should be designed in such a way that each student would benefit educationally from such service.

Faculty should be encouraged to promote experiential education and incorporate the concept of volunteerism or civic service into the curriculum. When academic credit is involved, the programs must be designed to ensure academic integrity and clearly define student and faculty rights and responsibilities. Service experiences must meet established campus standards of teaching, learning, evaluation, grading, and faculty workload assignment. Although creative ways to award academic credit should be explored by appropriate campus committees, academic programs must be the responsibility of faculty and high academic standards must be maintained.

When academic credit is not involved, the service experiences should still meet established campus standards.

SD - Call this "recognition" rather than "incentives."

SD - Needs to focus more on student initiatives and how student-developed programs are linked to the academic experience.

SJ - Importance of linking to the retention and advancement of faculty and staff.

2. **The Task Force recommends that The California State University develop <u>incentives</u> for community service.**

The goal is to identify a variety of approaches to community service that appeal to students and faculty so participation is encouraged rather than mandated. A program could involve a combination of activities, including: volunteerism; academic credit; paid internships or stipends; work study; grade improvement; prerequisite requirements for majors; a factor to be considered in the admission process to selected graduate programs; an option in the General Education requirement; interest deferrals on student loans; tuition discounts; in-kind support of volunteers with limited means; cooperative education; practicums; special recognition such as ceremonies, plaques and notation on transcripts; scholarships; priority registration; and programs sponsored and/or supported by associated student governments such as campus student group adoption of a service agency.

Pomona - Important - Expand Issue of liability insurance important

Incentives should be developed for greater recognition of the involvement of faculty and staff, e.g., consideration of authorized community service as a factor in the retention and advancement policies for staff and faculty.

3. **The Task Force recommends that The California State University work actively to involve students, faculty, staff, and administrators in the <u>development or expansion of campus-based community service programs</u>, tailored to the needs and resources of the campus and its community/communities.**

Some options for the role of student organizations, with institutional support, include improving awareness by: use of campus information dissemination opportunities to publicize projects and openings in community service; development of a community service newsletter; administration of student-directed community service projects; provision of office space or liability insurance; provision of incentives and possibly funding. There is a need to recognize that giving students the opportunity to originate, manage, and evaluate community service projects is in and of itself a maturing and educationally rich experience. Such programs utilize professional staff and ongoing advisory boards.

SD - Important for the TF to have a specific charge and specific timelines.

Sonoma - Important.

CSLA - Must have strong faculty representation.

SLO - Importance of off-campus activities.

4. **The Task Force recommends that a systemwide committee be designated, with campus representation, to link all campus-based community service programs. The Committee would provide support for these efforts, foster the**

exchange of information and ideas, and provide advice to the Chancellor's Office on such issues as budget and program, database development, and evaluation of effectiveness of community service.

SLO - Strong support for coordinating unit.

Pomona - Position for coordinator should be established and funded.

Sonoma - Important to involve career centers and faculty.

5. **The Task Force recommends that each campus develop or designate an individual/office/unit which will serve as the focal point for community service on the campus and coordinate community service activities.**

Designation of such a unit will increase the visibility and perceived importance of such service. This entity or individual would develop an on-campus pool of interested students while coordinating such a resource pool with the budget cycles and schedules of local social and civic organizations. The central clearinghouse/individual on each campus would also serve as a focal point for community agencies. Great care should be taken so as not to disrupt nor interfere with already existing successful programs.

SD - Important not to separate community service from other academic programs - the campus Task Force should not replace paid staff who coordinate.

6. **The Task Force recommends that each campus establish a campus task force to work with the individual/office/unit designated to serve as the focal point for the campus. The campus task force will recommend ways of establishing, coordinating, implementing, and evaluating a community service program appropriate to the individual campus. These recommendations will include the mechanisms for establishing relations with organizations which provide community services, the types of organizations and individuals students will serve, the training needs of student participants, and the criteria for student participation.**

The campus task force will study the unique campus needs and resources. Each campus should have flexibility to develop a program suitable to its own needs, including those of students, the campus, and the community.

SJ - Use care not to increase the bureaucracy.

CSLA - Use EPIC model.

Pomona - The TF proposal may be an "administrative and fiscal nightmare."

The campus task force will recommend processes for the development of the community/campus relationship, including the mechanisms for establishing relations with organizations which provide community services. The campus task force will recommend guidelines, policies and procedures concerning the following:

- verifying that the program is responding to community needs;
- negotiating agreements;
- to recruiting, interviewing, and referring qualified students to the participating agency;

- monitoring the quality and effectiveness of the total experience;
- covering such issues as liability insurance;
- providing orientation and in-service training for the student including cultural awareness and information about clients served;
- providing a separate internship description for each different type of student internship available; to designate supervisory and performance review responsibilities; and
- providing a means of documenting student hours served.

In addition, the campus task force will make recommendations as to the types of organizations and individuals students will serve. The CSU Task Force discussions have revolved around the provision of community service by students in social service, health care, human service, government, and education settings. Such agencies as those belonging to United Way and League of Cities and Counties were included, as well as local schools, social service agencies and other volunteer agencies. The type of individuals to be served would include those persons currently being served by community agencies and schools. Such persons as the aged, disabled, children, the homeless and hungry, under-served and minority populations and functionally illiterate out-of-school youth and adults would be included in the "Human Corps" programs. In general, individuals would be served through existing community, education and government agencies.

Also, the campus task force will make recommendations concerning the training, supervision, and support by faculty and staff in cooperation with community agencies. The training needs of student participants will vary according to the student involvement model, the community service activity involved and the agency selected.

In general, the training would be negotiated with the community agency on an individual program basis with faculty/staff involvement. In some student involvement models, specific training would be unnecessary. Several factors are necessary, including securing realistic time commitments from volunteers, careful screening of applicants, strict accountability and adherence to procedures by all involved, and incentives in the form of graduation to supervisory and training positions for selected, highly effective volunteers. Students should be involved in all such decisions.

Human Corps legislation recommends 30 hours per year.

Pomona - Recommends 200 hours equivalent to 2 units with a 16 unit maximum.

Pomona - Recommend a stipend for all interns and the same units credit for the same number of hours.

The campus task force should also recommend standards for projects including the minimum number of hours per week and the total number of academic terms. The criteria for student participation will vary with the specific individual needs of the student activity model and community agency. In general, the CSU Task Force recommends a student serve for a meaningful block of time, providing a direct service.

The campus task force should include representatives of community based organizations, schools, service agencies and umbrella organizations in order to provide for coordination and a comprehensive process for ensuring students do indeed serve the needs of the community. Membership should also include members appointed by student association leadership and academic senate leadership. Faculty representatives should be chosen in such a way that the entire instructional program is represented.

Pomona - Faculty concerned about increased bureaucracy required.

Sonoma - Importance of faculty release time and positions to coordinate.

Bakersfield - Need for core staffing.

Chico - Provide funding to existing programs for staff, faculty, travel.

Fresno - Need funds for faculty time and faculty/student travel.

CSLA - Larger campuses need more funds for directors, staff and operating expenses - encourage funding by outside agencies.

SLO and SF - Importance of additional funding.

SJ - May need to redirect funding.

Sonoma - Esp. as it relates to faculty workload.

7. **The Task Force recommends that adequate funding be secured for student stipends, administration, technical assistance, training and supervision/support of students before implementation of the program.**

It will be necessary to fund such things as the establishment or expansion of the coordinating office on each campus, expansion of stipend-related activities, grant funds for student-directed programs, service advocacy, volunteer recruitment, management, placement, evaluation, transportation, and extraordinary expenses of the volunteer. Funds should be used to develop model programs in which a currently unmet social need is addressed through the use of students working in the local community or to enhance an existing program involving community service by students.

I. OVERVIEW OF COMMUNITY SERVICE BY STUDENTS

1. Introduction

Recent research has shown that the college students of the 1980's differ from those of previous decades in one major respect: they are more concerned with materialism and financial security than with social welfare or establishing a meaningful philosophy of life. The statistics in support of this conclusion come from several surveys. Astin and Green's recently published study of American college freshmen compared students in the mid 1960s to their present day counterparts. Only 44% of college students in the 1960s believed that "it is essential or very important to be very well off financially"; whereas, 71% of today's students maintain this belief. Correspondingly fewer of today's college students are planning a career in human service fields, e.g., the proportion seeking a career in elementary or secondary education is lower than in the past (24% in the 1960s versus 6% in 1985). The cynicism of the "me" generation is apparent in the finding that almost 90% of the 1960's college cohort wanted an education that would help them "benefit mankind" while only 42% of today's college students consider this a valid educational goal.

It is difficult to predict the long term effects for society and the individual of this shift in attitude. The immediate effects on our universities are apparent as enrollments in business, computer science, and engineering have skyrocketed with a concomitant decline in the humanities, social sciences, and selected disciplines in the natural sciences.

Like any rapid and mass sociological trend, there is some evidence that the pendulum is ready to swing back. Amid the quest for increasing materialism, there are new indicators of a reversing trend toward concern with social issues and a renewed interest in volunteerism. It is important that the university provide opportunities and incentives so that students can develop a social conscience and greater understanding about the multifaceted world in which they live.

Community Service and the University's Mission. The modern university has multiple missions. It should serve as a place where students and professors grapple to understand and communicate information within and across

academic disciplines. It is a place where students test their ideas and examine how well they stand up to opposing points of view.

The development of civic responsibility, including knowledge of and concern for society, is an integral part of the mission of higher education. This is especially true for state-supported public institutions in which the students benefit from contributions made by every sector of society. Civic literacy is no less important than the ability to comprehend written text or the development of numerical facility. The authors of the recent Carnegie Report on Undergraduate Education agree: "We recommend that all students complete a service project - volunteer work in the community or at the college - as an integral part of their undergraduate experience."

Benefits to the Students. A community service internship or other volunteer experience offers many benefits to students. Students have already spent twelve to thirteen years sitting in classrooms before they begin their freshman year. Most of their education has been obtained in a passive manner. Not surprisingly, many students report that they are bored with formal education. These students should respond eagerly to a genuinely challenging educational experience concerned with ecologically valid ("real world") issues, especially if they receive course credit, payment, special commendations or notations on their diploma or transcript, or some other tangible recognition of the value of their participation.

Community service internships provide job-related experiences that can give participants a competitive edge when seeking employment. Like any work experience, internships require students to meet deadlines, solve problems, maintain production, develop leadership, and handle a myriad of work-related tasks. Students who elect internships, and other civic service activities, will gain greater knowledge of the realities and responsibilities of the work place. These activities also allow students the opportunity to make professional contacts and should result in letters of recommendation from program directors and supervisors.

The experience gained in community service can foster a sense of civic responsibility. The numerous intangible lessons learned from helping others provide a learning experience distinctly different from that to be learned from professors or texts. It is also likely that some of these young adults will ultimately elect to pursue social service careers.

Higher Education in general, and The California State University (CSU) in particular, with its emphasis upon quality instruction, recognizes its obligations to society to prepare broadly its diverse constituencies-- men and women of varied ages, culture, and ethnic backgrounds--for their roles as creative and productive citizens in an international community. Today, CSU programs of an experiential nature are playing an increasing role in the total education of students. They not only provide students with career experience,and enhance their academic education, but also instill in students a sense of ethical and civic responsibility for their fellow humankind. These community-directed efforts provide the much needed human resources to combat many of the social pressures and problems in California and the nation.

2. A Profile of Students in the CSU

In considering the development of community service programs on the CSU campuses, it is important to keep in mind the type of students these campuses serve. This section will attempt to provide a description of the range and variety of characteristics that typify the largely nontraditional student population in the CSU.

Ethnic Background. Approximately 30% of the students in the CSU are now ethnic minorities; in fact, on two of the CSU campuses they comprise over 50% of the students. Over the next two decades, the proportion of ethnic minority students in the CSU can be expected to increase substantially so that they will become the majority on many other CSU campuses.

Family Socioeconomic Status. The median family income of CSU students on financial aid is 60% that of the general population.

Moreover, approximately one-half of the CSU students come from working class families. This proportion is considerably greater for Black and Hispanic students.

Although almost three-fourths of the White students in the CSU are from college-educated families, three-fourths of the Hispanic students and 45% of the Black students are first-generation college students.

Hours Worked/Average Workload. Almost 70% of the CSU students work part- or full-time; more specifically, 32% work 20-39 hours per week, and 17% percent work 40+ hours per week. Consequently, nearly 40% are part-time students, i.e., students enrolled in less than 12 units per term.

Age Range/Graduation Rate. CSU students are somewhat older than traditional college students, particularly the part-time students who are 3 to 4 years older on the average. The mean age of CSU students who receive a Bachelor's degree is 27. CSU students also take longer to complete their bachelor's degrees. Studies have shown that about 45% of the students who enter the CSU as freshmen eventually complete their bachelor's degrees; however, most CSU graduates require 5 - 10 years to do so, frequently because their financial responsibilities require participation in the State's work force.

The community service programs developed on the CSU campuses must be designed with this profile in mind. Many of the students are ethnic minorities who come from communities with the greatest need for the assistance that could be provided by the community service programs. Consequently, many of them are familiar with the problems of these communities and may be motivated to return to their communities to provide voluntary assistance. Such students can also be helpful in orienting other students to work in these communities.

At the same time, many of these students have entered the CSU with deficiencies in prior educational preparation and face major challenges in gaining entry into the academic mainstream of the University. Care must be exercised not to impose additional barriers to their progress. These students often need assurances that their aspirations are realistic, and must have had convincing achievement in college work prior to facing service in environments in which despair and low expectations are pervasive.

Sonoma - Important to identify opportunities that are paid or are the least disruptive of the student's typical commitments to school, work and family.

A large proportion of CSU students are from low-income families and must, therefore, work full- or part-time to pay for their education. Consequently, these students may not have time and/or be able to afford to engage in civic service unless they are paid for such service. Because CSU students take longer to complete their bachelor's degrees, requiring a civic service commitment may lengthen this time even more.

3. Existing Community Service Programs in the CSU

Before making recommendations about the development of community service programs in the CSU, the Task Force believed it important to determine the extent to which students are already engaged in such activities, and the nature of programs already in place on the campuses. Therefore, in Fall 1986, campuses were asked to complete a questionnaire eliciting information on the variety and scope of community service activities and programs now being coordinated by each campus.

The questionnaire used a broad definition of community service, and sought information on a number of factors related to community service programs organized by the campus, for example: the type of service performed (social service, governmental service, service in a private nonprofit agency); the form of service (internship, work-study, etc.); the number of student participants; and the type of student gain (credit, stipend, etc.) from the service.

The questionnaire defined community service as follows: "By 'community service' we intend to encompass social service activities, government service, and community service/action with nonprofit agencies--i.e., all manner of public spirited activities." The virtue of using such a broad, open definition is that it allowed a considerable range of activities to be reported and at least considered in the light of their contribution and relevance to community service. The difficulty is that there may be some lack of uniformity in the interpretation of this definition.

The data suggest a few general characteristics of community services programs now in existence on the campuses. In particular, it is quite clear that a substantial proportion of community service activities are generated within selected disciplines, or constellations of disciplines, and this would appear to be true on every campus. The areas are:

1. Human Services, including such programs/disciplines as Social Work, Counseling, Psychology, Pupil-Personnel Services, Social Work, Criminal Justice, Criminology, Social Science, Sociology, and Gerontology. Clinical internships are characteristic of and generally required in professional programs in this group, and in more academically oriented programs, field work having a community services dimension is commonly available and heavily subscribed .

2. Health Services/Sciences, including Health Administration, Health Sciences, Medical Technology, Nursing, Dietetics, Rehabilitation Counseling, Communicative Disorders, Occupational Therapy, and Physical Therapy. Programs in these areas generally require a clinical internship.

Other areas in which considerable community service activity was reported (both systemwide and by campus) were Political Science/Public Administration, the Arts, Media/Journalism, Physical Education/Recreation, and Home Economics. Urban Planning programs should also be mentioned. These programs unfailingly include a community services component; however, because they exist on only a few campuses, they are not a large systemwide factor in community service.

SD - Data not solid.

Aggregate Data

Community services data reported by the campuses were aggregated, and a set of percentage distributions were run on the aggregate (i.e., systemwide) data. In each case, the distribution was of student participants by various categories - e.g., percent distribution of student participants by form of activity (internship, non-internship, indeterminate); percent distribution of student participants by sponsoring unit (academic, nonacademic, mixed/indeterminate). It is our general impression that these data are conservative estimates of the numbers of students participating in human or civic service activities. Because the vast range of programs can occur in conjunction with a single faculty member's activities or through many campus or campus-related activities, it is often difficult currently for a single campus source to be fully informed. Also, it should be noted that the following figures do not contain activities of individual students participating in programs administered by outside organizations.

In viewing the distributions, some important caveats are in order. The distributions provide only a very rough measure of activity across various categories. The reasons for this are twofold: first, as mentioned above, there are some inconsistencies in reporting from campus to campus. Second, there may be (although it is not possible to determine to a certainty) a problem of obtaining an unduplicated head count on some campuses where an activity is conducted under the joint auspices of an academic department and a nonacademic unit (such as the Associated Students).

However, because distributions are run only on the systemwide data, and the degree of aggregation makes the impact of the "noise" in the data relatively minor, we believe that the statistics provided lead to a reasonable, though conservative, understanding of community service activities in The California State University as they are presently carried out.

Estimated Number of Participants
(Systemwide) 15,164

Percent of Participants, by Form of Activity

a.	Internship	62%
b.	Non-internship	37%
c.	Indeterminate	1%

Percent of Participants, by Sponsoring Unit

a. Academic Unit (e.g., dept., school)	69%
b. Nonacademic Unit	27%
c. Mixed/Indeterminate	4%

Percent of Participants, by Type of Service[1]

a. Health	12%
b. Education	13%
c. Social Welfare	23%
d. Other Governmental	4%
e. Cultural Enrichment	15%
f. Other/Indeterminate	33%

Percent of Participants, by Type of Gain (categories not mutually exclusive)[2]

a. Experience	99%
b. Credit	78%
c. Stipend	22%
d. Requirement	32%
e. Other	30%

Percent of Participants in Programs With Non-general Fund Budget (categories not mutually exclusive)[3]

a. Other State	1%
b. Private	13%
c. Federal	9%
d. Agencies Served	12%
e. Associated Students	15%
f. Other	7%

---

1 This categorization was inferred from the questionnaire data. The incidence of "other/indeterminate" is inflated by the frequent reporting of groups of activities under an "umbrella" program.

2 The percentages labeled "stipend" and, to a lesser extent, "credit" and "requirement" may be inflated because these items on the questionnaire were checked if some but not all participants received stipends, academic credit, and/or credit towards meeting degree requirements.

3 The "agencies served" item appears to have been particularly subject to variation in interpretation by respondents.

SD - These examples seem heavily rooted in education and traditional human services. Need some non-traditional examples.

Some Exemplary Programs. It is difficult to choose from among the huge range and variety of community service programs a set which is in a true sense "representative" of the entirety of community service in The California State University. It is possible however, to include in this report a short description of a few programs which appear, on the basis of campus descriptions, to have particular strength.

The Center for Reading Improvement (San Francisco State University)

The Center for Reading Improvement (CRI) is a tutorial program providing free one-to-one remedial reading assistance to children and adults in the San Francisco community. English 654, the pivotal course of the CRI, provides about 130 students a year with quality pre-teaching experiences. The students are trained and supervised in a highly structured, supportive environment, and encouraged to develop their own teaching styles within the format of four weeks of training followed by twelve weeks of tutoring and small group supervision.

Students taking English 654 decide what age, reading level, and tutoring site they prefer. The instructor places the students accordingly. Locations include school reading resource rooms, school classrooms, after-school tutorial programs, rehabilitation facilities, adult schools, and individual homes.

B.S.S./S.S.680 Field Course in Social Science (Criminal Justice Program): (San Francisco State University)

For the past half dozen years, students have enjoyed the opportunity to engage in field study in a wide range of field settings, and under a diverse pattern of field supervision. By far, most of the students are oriented toward study of the criminal justice system. However, students have taken the course and have selected field placements in centers for the elderly, in places of refuge for battered children and/or women, and a variety of welfare agencies. Students have participated in the production of video tapes as well as the more traditional form of academic research papers. Presently, students are in the field at the Youth Guidance Center, the Office of the District Attorney, and the Ombudsman for the Sheriff's Department.

Community Action Volunteers in Education (CAVE): (CSU, Chico)

This is an Associated Students/United Way funded organization which strives to help students strengthen their educational experience through direct, personal involvement that benefits

the Chico community. CAVE offers 17 programs designed to meet the needs of the community through education, communication, and friendship. The separate programs are primarily designed to aid the young, elderly, handicapped, and low-income residents of the Chico area. Among the organization's programs are: CAVES Kids' Program, serving children of the Chico community; Project Respond, which helps with Chico's transportation needs; Senior Outreach Project, Adopted Grandparents, and Friendship Circle, all serving seniors in the community; and projects at Napa and Sonoma State Hospitals and the Yountville Veterans Home. Everyone willing to share his or her time is eagerly encouraged to serve as a CAVE volunteer. Forty to sixty students comprise CAVE's core staff each year. An estimated 100 student and community volunteers are active in each of the organization's programs.

Si Se Puede: (San Jose State University)

"Si, Se Puede" is a cooperative program between San Jose State University, the Santa Clara County Office of Education, and the City of San Jose. The University provides interns from a broad range of departments to work with K-12 students in inner city schools. Students enroll in "Community Concepts," a three-unit, graded, upper division class cross-listed in five different schools of the university, providing assessment and project implementation experiences in the immediate local community. Students are placed in multidisciplinary teams of six, supervised by a university instructor and guided by a Si Se Puede Community School worker. Students benefit from a hands-on community service experience in a real-life situation--a chance to affect people's lives. The community benefits by having the resources and expertise of the university focussed upon remediation of an identified problem or need via an action project.

II. ROLE OF THE ACADEMIC COMMUNITY IN PROMOTING COMMUNITY SERVICE

The Task Force believes that each campus should have the flexibility to develop a community service program suitable to its own needs, including those of students and the community. All such programs will require the efforts and the cooperation of campus faculty, students, and administration. The following sections include some suggestions as well as some cautions for consideration in planning programs.

1. Campus Advisory and Planning Group

   A campus task force including students appointed by student association leadership, faculty appointed by academic senate leadership, representatives of student services, academic administration, and local agencies should be established on each campus to recommend ways of establishing, coordinating, conducting, and evaluating a Community Service program. Each campus should designate an office, unit, or individual to coordinate these community service activities, with great care taken not to disrupt nor interfere with already existing successful programs. The new programs should find ways to observe and learn from existing campus programs without placing them under a single umbrella of control, which could damage their uniqueness and affect faculty and student morale adversely.

2. Service for Academic Credit

Pomona - Esp. in elective or GE.

   One important way to encourage students to engage in community service internships or other civic service experiences is to include such experiences in the total required units for a bachelor's degree so that they do not create hardships for students or extend the amount of time needed to complete degree requirements. Internships can be incorporated within the major, as elective units, or within the general education component of the degree. Most institutions have found that programs work best when students are encouraged, but not required to participate, and when there are a variety of alternatives from which to choose. Care must be taken to assure:

   a. that the service experiences are equivalent to, or meet, established campus standards of teaching and learning required of all courses which are given academic credit;

b. that students are prepared to benefit from such community experiences; their preparation might include orientation and/or training sessions, meetings among the student(s), faculty, and community agency personnel to clarify expectations and requirements and to assess the suitability of the "match" between student and agency, and brief quizzes to determine if students possess adequate knowledge and skills to enter a particular internship;

c. that a formal contractual agreement be prepared and signed by the student, the faculty advisor, or appropriate campus designee and the agency representative detailing mutual expectations and objectives for all parties to the agreement.

d. that an evaluation be provided by the agency supervisor to the student and the faculty advisor at the end of the service period, cataloging the student's work and rating her/his effectiveness; and that further evaluations take place periodically as well as at the conclusion of a student's service, under the supervision of the faculty advisor, either in group seminar or in individual session between student and faculty.

e. that consideration be given to the best or most appropriate way to assign a grade or make some other acknowledgment to the student, e.g., CR/NC, Pass/Fail, a letter grade, or simply a notation on the transcript that a student has satisfied x units of academic credit by completing a civic service internship. If academic credit is not given, other means of noting such service could be developed such as the awarding of certificates, listing names on commencement programs, notation on diplomas or transcripts, or giving tangible rewards such as money, a topic addressed elsewhere in this Task Force report.

Pomona - Faculty must get WTU credit.

Sonoma - Awarding WTU credit could lead to severe overload in some departments with large programs.

Faculty who supervise students in community service programs must be given appropriate WTU credit, as determined and established by local campus policy. If academic credit is to be given, faculty must have complete discretion over the awarding of such credit as well as the assignment of grades, if any are to be assigned.

Pomona - 200 hours to 2 units.

The Task Force suggests that an appropriate service assignment might last either one quarter or one semester, and if academic credit is to be awarded it consist of the same number of unit credit hours as a typical course on a campus, e.g., 1-3 units depending upon campus choice and need, and three to six hours per week in the community, also depending upon campus choice and need. Such standardization would ensure that the student is devoting a meaningful block of time to the internship. Assuming that the normal standards of requiring two hours of "homework" for each hour of class time would apply to civic service internships, a student on a semester campus taking a 3-unit internship course would be expected to devote 6 hours per week to the off-campus internship placement.

3. Utilizing and Expanding Existing Programs

A number of community volunteer services already exist on most CSU campuses and could be used to expand the number of students involved. Most fraternities and sororities include volunteerism as part of their social and philanthropic programs. Some campuses have strong EPIC programs that coordinate volunteer activities, some have long-standing student-directed volunteer programs, while other campuses have made a commitment to tutoring in local schools or some other philanthropic project. Volunteers, as opposed to interns, often bring different motivation and potential to community service work.

Existing campus volunteer programs usually have more placements available than students to be placed. Establishing greater visibility of these programs, together with providing information to all students about the value of community service and the expectation that students will engage in such activities, should increase student participation in them.

III. ORGANIZATION AND ADMINISTRATION OF COMMUNITY SERVICE PROGRAMS

Pomona - For positions *that require applying* technical skills, faculty must work closely with the career center to translate, develop and identify suitable work experience.

Sonoma - Favor a combination of centralized and decentralized with career development center providing support to academic departments where necessary.

Pomona - Involve faculty before the activity.

There are a number of possible organizational models for the implementation of a systematic program to provide civic service to the public and social sectors. Three will be described. These three organizational models might be best described as the Centralized Services Model, Decentralized Services Model, and the Independent Center Model. The three proposed alternatives offer distinct advantages and disadvantages which are identified. It should be recognized that the campus size, geographic location, academic programs, and diversity of student population may influence which model is appropriate to an institution, and another type of organization altogether may best meet particular circumstances.

CENTRALIZED SERVICES MODEL

Experiential programs are organized and integrated within a Career Development Center (CDC) model where there are a range of different services that provide resource assistance to the local community. Within one organizational operating unit, a structure is provided which integrates Career Planning, Volunteer Services, Student Employment (part-time jobs), Work-Study (part-time jobs), Cooperative Education (full/part-time internships), and Career Placement (full-time permanent positions upon graduation). This model follows a developmental continuum that should facilitate career decision making. It begins with freshmen involved in career planning activities; to sophomore/junior students testing various work experiences through experiential programs to select possible academic majors; and leading to career placement where graduating seniors obtain career employment commensurate with their personality, interests, skills, and academic achievements.

The integration of these programs insures a process and continuity that increases student awareness of the value of community volunteerism as well as expands their career awareness.

The role of faculty in this model is primarily instruction and advising. They perform basic faculty functions as well as monitoring student learning in their work experience.

The advantages of the Centralized Service Model are: 1) communication is increased and confusion is reduced as students, staff, faculty and employers work with only one office; 2) operating costs are reduced as facilities, human resources and materials are shared; 3) this model provides a

process that addresses the total career orientation of students; 4) it increases student awareness, early in the students' career planning, of volunteer opportunities that will later benefit ultimate career goals and self-development.

The major disadvantage of this structure is that interaction and articulation between employers and academic departments is sometimes limited, while academic departments prefer to have responsibility for supervision of academic internships.

DECENTRALIZED SERVICES MODEL

The best example of a decentralized model for providing experiential programs is the structure of instructional programs at some universities.

In this model, experiential programs are coordinated either at the academic school or departmental level. Under this model, experiential programs tend to be specific to the students of a particular discipline (or cluster of disciplines when at the school level).

In either operational structure, the role of faculty is somewhat different than in a centralized model. Faculty in the decentralized model not only teach and advise, but are also responsible for the relationship of experience to the curriculum and the administrative aspects of the program which includes job development, applicant screening, job referral, and program evaluation.

The advantages of this model mainly arise from the role of the faculty. They are: the influential bond between faculty and student is strengthened; faculty are exposed to agencies and employers who hire or provide placements for students; faculty receive direct feedback on the relevancy of existing curricula and indications for future course development.

Pomona - Each campus needs a co-op director for this to work.

The disadvantages of this model are that students are isolated into a single department or school and may not have access to the variety of service activities available to the university as a whole. Employers who list positions must contact multiple departments and in turn are contacted by multiple faculty. The cost effectiveness of this model is questionable due to the duplicate staffing, operating expenses and information resources that must be maintained.

INDEPENDENT CENTER MODEL

Pomona - This is not a good idea.

The Independent Center Model functions as a separate centralized service that outreaches to the community. Most independent centers utilize a minimum of professional staff, usually a director and student employees to coordinate other student efforts. This model usually is organized around the service areas where students are placed, rather than academic disciplines. This facilitates relations with employers or community agencies and allows students easy access to opportunities that might be outside of their major discipline.

The major advantage of this program is the active involvement of students in the administration of the program. Other advantages include: 1) communication is increased and confusion is reduced as students, staff, faculty, and employers work with only one office; 2) operating costs are reduced as facilities, human resources and materials are shared.

The disadvantage of this model is the lack of integration with other campus career services and experiential programs. The use of student staff requires the director to be continually in a training cycle due to student turnover.

IV. CAMPUS/COMMUNITY RELATIONSHIPS

To develop a community service program, it is necessary for the university to work with the various community-based and civic organizations and agencies providing social and civic services in establishing a cooperative network of identified needs and available resources.

Such an effort is carried out best by the university working with umbrella organizations, such as the United Way and Combined Health Agency Drive (CHAD), in order to have a more coordinated and comprehensive procedure for placing students in the community. Umbrella/coordination agencies bring together a number of agencies for the purpose of efficiency, effectiveness and the prevention of duplication of effort in the rendering of human services. It is recognized that not all civic and social service agencies belong to umbrella organizations, but the majority do. Independent agencies and church-sponsored programs would not be precluded from assistance by students, but special efforts by both the university and these agencies would be required if their needs were to be met.

In a comprehensive effort, it would be necessary to work out, at the local level, sign-up schedules for students to be placed in a resource pool or a skills bank while coordinating such a resource pool with the budget (resources allocation) schedules, cycles, and years of local social and civic organizations.

Pomona - Problem of campuses having different quarter and semester starts and finishes.

The coordination and understanding of community agency funding cycles, fund campaigns, and fund drives as well as governmental funding cycles are necessary elements in the success of a comprehensive community service program. For example, the coordinator would possess the following types of information:

*Information about student availability at different times during the year; for example, at the beginning of the Fall semester/quarter in September and the Spring semester in February or Winter quarter in January.

*Information about community based organizations such as the budget cycle on which each operates.

While this appears to be rather simple to undertake, history has shown that in some previous university-to-community partnerships, the results have not always been effective. This may result when certain university departments/schools direct their student internships to certain community organizations, while certain community organizations also direct their requests for college intern assistance to certain university divisions/departments/schools. Other community organizations

needing the same type of intern/student help either do not know that such assistance is available, or are aware but do not know how to go about obtaining such help.

The Task Force recommends that campuses prepare informational materials for broad distribution to umbrella agencies, local community service agencies, and local governmental agencies to inform them of campus community service programs, together with dames, addresses, and telephone numbers of contact persons on the campus.

In addition to the need to provide agencies with information about the university and its programs, there is a need to provide training or support for agency-training efforts. In fact, the primary issue reported by agencies utilizing volunteers is that of supervision and training. It often seems that there is simply not enough staff time available to provide the inexperienced volunteer with adequate support. At the same time, agency personnel recognize the talent, enthusiasm, and commitment that exist within the volunteer work force.

SLO - Importance of paid staff.

It is possible to develop creative solutions to this problem based on well-known training models. All functions including training, supervision, scheduling, service monitoring, and staff-recognition can be provided by volunteers. A very small number of paid staff members can supervise a large work force of volunteers when such a program is in place.

For this type of process to function well several factors must be present. These include: securing realistic time commitments from volunteers, careful screening of applicants, strict accountability and adherence to procedures by all involved, and incentives in the form of graduation to supervisory and training positions for selected, highly effective volunteers.

The Task Force suggests that there should be a clearly defined set of responsibilities when placing students in community agencies. A similar list of responsibilities of the off-campus agencies can also be suggested.

The following have been identified as appropriate responsibilities of the campus:

1) Verify that the agency is providing services that respond to community needs.

2) Negotiate agreements with prospective agencies (employers) for the development of community service placements.

3) Develop procedures and policies that clearly define the proposed relationship between the university, student, and the agency.

4) Recruit, interview and refer qualified students to the participating agency for each field-work period, consistent with the University's nondiscrimination policy.

5) Maintain ongoing communications with the student and participating agency to monitor the effectiveness of the total experience.

6) Determine that the experience is both "meaningful" and "measurable," possibly through the use of learning contracts.

7) Coordinate all surveys and evaluations of participants in the volunteer program (students, agency, course/faculty, intern office).

8) Involve students in the administration of the program.

9) Address the issue of liability insurance with the agency.

10) Provide cultural awareness training, if needed, for students prior to placement.

Responsibilities of the community agency include:

1) Provide a separate description for each different type of student placement available.

2) Provide orientation and in-service training for the student as needed.

3) Place the student in duties and responsibilities as defined in the student placement description.

4) Designate an individual to whom the students will be responsible while serving in the agency.

5) Contact the university coordinator immediately if problems arise concerning the performance of a student.

6) Be an equal opportunity/affirmative action employer.

7) Provide a means of documenting student hours served.

8) Participate in the evaluation of students, while recognizing that faculty determine the assignment of grades.

9) Acknowledge that the program is primarily an educational experience designed to promote student growth.

10) Provide information to the university and to the student on the clientele being served.

Attending to these details will strengthen the university/agency relationship and provide for optimal student learning by having a well-planned and monitored experience.

V. FISCAL ISSUES

1. Cost of Administering Programs

In developing data on costs associated with community service programs, a number of assumptions were made, not all of which may be defensible. The Task Force believes, however, that the resulting estimates can serve as a basis for calculating costs based on different assumptions.

The figures in Table 1 result from the following assumptions:

1. The cost center would be placed in the Student Service program.

2. Each campus would receive $500 for general operating expenses.

3. Each campus would be allocated one professional position (Administrator III - 12 months at $46,480) and one support staff (CA IIA at $16,320) to coordinate the program.

4. The program would be voluntary.

Table 2 results from the following assumptions:

1-3. Same as Table 1.

4. Completion of a service activity during one term would be <u>required</u> prior to graduation. The number of seniors were used to determine the costs. The number of seniors for 1988/89 were extrapolated using Fall 1985 actual and 1987/88 proposed FTE enrollments.

5. Approximately 15% of students currently participate in a variety of service activities. Thus, additional funding needs to be provided for 85% of the population.

6. Because of expected exemptions due to part-time or financial status of students, the full-time equivalent student count will closely correlate to the number of students participating in this activity.

7. Additional support staff is generated based on an adjustment of a current standard contained in the Orange Book for the Student Admissions and Records cost center. Campuses currently receive one support staff per 775 students for the record function. Based on the expected duties to indicate completion of an

activity on a student record, it can be assumed that this can be completed at a ratio of 10:1 to other duties of records functions. Thus, one support staff is generated for each 7,750 FTE students (775 x 10).

8. Operating expenses will provide student stipends at $32 per participating student for transportation ($.20 per mile x 10 miles per week x 16 weeks).

Table 3 reflects the following assumptions:

1-3, 5, 6, Same as Table 2.

4. Completion of a service activity would be <u>required</u> every term the student attends CSU.

7. The variable formula changes to one support staff per 3,875 FTE students.

8. Operating expenses provide student stipends at $64 per student for transportation ($.20 per mile x 10 miles per week x 32 weeks).

It should be pointed out that if a significant number of students engage in community service activities for academic credit, the estimated costs shown in Tables 2 and 3 would decrease because the record-keeping function would be included in existing budgetary provisions for recording grades. Assuming that students would not take <u>more</u> units than they now do, units given for community service activities would probably necessitate some shifts in faculty positions but no <u>additional</u> positions.

It is clear from the Tables that the major costs associated with community service programs would result from record-keeping if service were required of all students, and reimbursement of student travel costs.

2. Incentives and Costs Associated with Them

In order to increase the number of students willing and able to participate in community service programs, the Task Force recommends that campuses develop a comprehensive set of incentives that will encourage student volunteerism. The following list is not meant to be exhaustive, rather it is hoped that it may serve to assist campuses in developing a program that will meet the unique needs of the campus service area and be compatible with the characteristics of a particular student mix.

Table 1

CAMPUS	Professional Pos.	Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses	Equipment Furniture	Total Student Service	Less Salary Savings	Net Change Positions	Net Change Amount
[illegible]	1.0	1.0	2.0	$63,160	0.26933	17,011	$80,171	$500	$2,350	$83,021	($2,646)	2.0	$80,375
PUENTE	1.0	1.0	2.0	63,160	0.26395	16,671	79,831	500	2,350	82,681	(2,634)	2.0	80,047
SAN LUIS OBISPO	1.0	1.0	2.0	63,160	0.28113	17,756	80,916	500	2,350	83,766	(2,670)	2.0	81,096
CHICO	1.0	1.0	2.0	63,160	0.27282	17,231	80,391	500	2,350	83,241	(2,653)	2.0	80,588
FRESNO	1.0	1.0	2.0	63,160	0.28045	17,713	80,873	500	2,350	83,723	(2,669)	2.0	81,054
HUMBOLDT	1.0	1.0	2.0	63,160	0.29098	18,378	81,538	500	2,350	84,388	(2,691)	2.0	81,697
BAKERSFIELD	1.0	1.0	2.0	63,160	0.27503	17,371	80,531	500	2,350	83,381	(2,658)	2.0	80,723
LONG BEACH	1.0	1.0	2.0	63,160	0.25764	16,273	79,433	500	2,350	82,283	(2,621)	2.0	79,662
LOS ANGELES	1.0	1.0	2.0	63,160	0.25203	15,550	79,710	500	2,350	82,560	(2,630)	2.0	79,930
FULLERTON	1.0	1.0	2.0	63,160	0.28160	17,786	80,946	500	2,350	83,796	(2,671)	2.0	81,125
DOMINGUEZ HILLS	1.0	1.0	2.0	63,160	0.26986	17,044	80,204	500	2,350	83,054	(2,647)	2.0	80,407
SACRAMENTO	1.0	1.0	2.0	63,160	0.25846	16,326	80,116	500	2,350	82,966	(2,644)	2.0	80,322
SAN BERNARDINO	1.0	1.0	2.0	63,160	0.25631	16,820	79,980	500	2,350	82,830	(2,639)	2.0	80,191
SAN DIEGO	1.0	1.0	2.0	63,160	0.27243	17,207	80,367	500	2,350	83,217	(2,652)	2.0	80,565
NORTHRIDGE	1.0	1.0	2.0	63,160	0.25158	16,521	79,681	500	2,350	82,531	(2,629)	2.0	79,902
SAN FRANCISCO	1.0	1.0	2.0	63,160	0.25763	16,272	79,432	500	2,350	82,282	(2,621)	2.0	79,661
SAN JOSE	1.0	1.0	2.0	63,160	0.25972	17,636	80,196	500	2,350	83,046	(2,646)	2.0	80,400
SONOMA	1.0	1.0	2.0	63,160	0.28457	17,973	81,133	500	2,350	83,983	(2,677)	2.0	81,306
STANISLAUS	1.0	1.0	2.0	63,160	0.28011	18,197	81,357	500	2,350	84,207	(2,685)	2.0	81,522
TOTALS	19.0	19.0	38.0	$1,200,040		$325,756	$1,526,906	$9,500	$44,650	$1,580,956	($50,385)	38.0	$1,530,571

MasCor3
4/21/87

Table 2

CSU/C	1987/88 Projected # of FTE Seniors	Seniors + 85%	Basic Complement Professional Pos.	Basic Complement Support Pos.	Variable* Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses: General Expense	Operating Expenses: Student Stipends	Equipment Furniture	Total Student Service	Less Salary Savings	Net Change: Positions	Net Change: Amount
HAYWARD	3,067	2,607	1.0	1.0	0.3	2.3	68,056	0.25533	18,330	986,286	6500	683,424	62,791	6173,101	(2,8511	2.3	6170,250
POMONA	3,911	3,324	1.0	1.0	0.4	2.4	69,686	0.26395	18,394	88,082	500	106,368	2,938	197,685	(2,5071	2.4	196,981
SAN LUIS OBISPO	5,532	4,702	1.0	1.0	0.6	2.6	72,952	0.28113	20,509	93,461	500	150,464	3,232	247,657	(3,0641	2.6	244,593
CHICO	4,163	3,543	1.0	1.0	0.5	2.5	71,320	0.27282	19,458	90,778	500	113,376	3,005	207,739	(2,9761	2.5	204,763
FRESNO	4,606	3,915	1.0	1.0	0.5	2.5	71,320	0.28045	20,002	91,322	500	123,280	3,005	820,187	(3,0141	2.5	217,173
HUMBOLDT	1,979	1,623	1.0	1.0	0.2	2.2	66,424	0.29098	19,328	85,752	500	51,936	2,644	140,832	(2,8301	2.2	138,002
BAKERSFIELD	850	723	1.0	1.0	0.1	2.1	64,732	0.27503	17,820	82,612	500	23,136	2,497	108,745	(2,7261	2.1	106,019
LONG BEACH	7,195	6,116	1.0	1.0	0.8	2.8	76,216	0.25764	19,636	95,852	500	195,712	3,526	895,590	(3,1631	2.8	292,427
LOS ANGELES	4,348	3,696	1.0	1.0	0.5	2.5	71,320	0.26203	18,688	90,008	500	118,272	3,005	211,865	(2,9701	2.5	208,895
FULLERTON	4,816	4,162	1.0	1.0	0.5	2.5	71,320	0.28160	20,084	91,404	500	133,184	3,005	228,173	(3,0161	2.5	225,157
DOMINGUEZ HILLS	1,748	1,486	1.0	1.0	0.2	2.2	66,424	0.25986	17,925	84,349	500	47,552	2,644	135,045	(2,7841	2.2	132,261
SACRAMENTO	5,657	4,808	1.0	1.0	0.6	2.6	72,952	0.25846	19,583	92,537	500	153,856	3,232	250,125	(3,0541	2.6	247,071
SAN BERNARDINO	1,618	1,375	1.0	1.0	0.2	2.2	66,424	0.25631	17,689	84,113	500	44,000	2,644	131,257	(2,7761	2.2	128,481
SAN DIEGO	6,852	5,824	1.0	1.0	0.8	2.8	76,216	0.27243	20,764	96,980	500	186,368	3,526	287,374	(3,2001	2.8	284,174
NORTHRIDGE	7,292	6,198	1.0	1.0	0.8	2.8	76,216	0.26158	19,937	96,153	500	190,336	3,526	290,515	(3,1731	2.8	287,342
SAN FRANCISCO	4,967	4,222	1.0	1.0	0.5	2.5	71,320	0.25763	18,374	89,694	500	135,104	3,005	228,383	(2,9601	2.5	225,423
SAN JOSE	6,305	5,359	1.0	1.0	0.7	2.7	74,584	0.25972	20,117	94,701	500	171,488	3,379	270,068	(3,1251	2.7	266,943
SONOMA	1,352	1,149	1.0	1.0	0.1	2.1	64,732	0.28457	18,438	83,230	500	36,768	2,497	122,935	(2,7471	2.1	120,248
STANISLAUS	890	757	1.0	1.0	0.1	2.1	64,732	0.22811	18,667	83,459	500	24,224	2,497	110,680	(2,7541	2.1	107,926
TOTALS	77,163	65,589	19.0	19.0	8.4	46.4	01,337,128		6363,745	01,700,873	09,500	62,098,848	956,998	63,866,219	(056,1291	46.4	63,810,090

*Variable Support Staff formula = 85% enrollment / 7750

MasCor
4/21/87

Table 3

CAMPUS	1987/88 Projected # of FTE Students	Students ÷ 855	Basic Complement: Professional Pos.	Basic Complement: Support Pos.	Variable* Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses: General Expense	Operating Expenses: Student Stipends	Operating Expenses: Equipment Furniture	Total Student Service	Less Salary Savings	Net Change: Positions	Net Change: Amount
HAYWARD	9,850	8,373	1.0	1.0	2.8	4.8	99,064	0.26933	26,681	$125,745	$500	$533,872	$5,584	$667,701	($9,150)	4.2	$663,551
POMONA	15,200	12,920	1.0	1.0	3.3	5.3	117,016	0.25395	30,844	147,902	500	826,880	7,801	982,683	($9,881)	5.3	973,602
SAN LUIS OBISPO	15,570	13,235	1.0	1.0	3.4	5.4	118,648	0.28113	33,356	152,004	500	847,040	7,348	1,006,892	($5,016)	5.4	1,001,876
CHICO	13,300	11,305	1.0	1.0	2.9	4.9	110,488	0.27282	30,143	140,631	500	723,520	6,613	871,264	($4,641)	4.9	866,623
FRESNO	14,400	12,240	1.0	1.0	3.2	5.2	115,384	0.28045	32,359	147,743	500	783,360	7,054	938,657	($4,876)	5.2	933,781
HUMBOLDT	5,500	4,675	1.0	1.0	1.2	3.2	82,744	0.29098	24,077	106,821	500	293,200	4,114	410,635	($3,253)	3.2	407,110
BAKERSFIELD	3,250	2,763	1.0	1.0	0.7	2.7	74,584	0.27503	20,513	95,097	500	176,832	3,379	275,808	($3,138)	2.7	272,670
LONG BEACH	23,200	19,720	1.0	1.0	5.1	7.1	144,332	0.25764	37,716	184,108	500	1,262,080	9,847	1,456,535	($6,076)	7.1	1,450,459
LOS ANGELES	15,650	13,303	1.0	1.0	3.4	5.4	118,648	0.26203	31,089	149,737	500	851,392	7,348	1,008,977	($4,941)	5.4	1,004,036
FULLERTON	16,500	14,025	1.0	1.0	3.6	5.6	121,912	0.28160	34,330	156,242	500	897,600	7,642	1,061,984	($5,156)	5.6	1,056,828
DOMINGUEZ HILLS	5,200	4,420	1.0	1.0	1.1	3.1	81,112	0.26986	21,889	103,001	500	282,880	3,967	390,348	($3,979)	3.1	386,369
SACRAMENTO	17,950	15,258	1.0	1.0	3.9	5.9	126,808	0.25846	34,043	160,851	500	976,512	8,081	1,145,944	($5,806)	5.9	1,140,138
SAN BERNARDINO	5,900	5,015	1.0	1.0	1.3	3.3	84,376	0.26631	22,470	106,846	500	320,960	4,261	432,567	($3,526)	3.3	429,041
SAN DIEGO	25,800	21,930	1.0	1.0	5.7	7.7	136,184	0.27243	42,349	178,733	500	1,403,520	10,729	1,613,482	($5,258)	7.7	1,608,924
NORTHRIDGE	20,600	17,510	1.0	1.0	4.5	6.5	136,600	0.26158	35,732	172,332	500	1,120,640	8,963	1,302,437	($5,687)	6.5	1,296,750
SAN FRANCISCO	18,400	15,640	1.0	1.0	4.0	6.0	128,440	0.25763	33,090	161,530	500	1,000,960	8,270	1,171,220	($5,330)	6.0	1,165,890
SAN JOSE	19,100	16,235	1.0	1.0	4.2	6.2	131,704	0.26972	35,523	167,227	500	1,039,040	8,524	1,215,291	($5,518)	6.2	1,209,773
SONOMA	4,450	3,783	1.0	1.0	1.0	3.0	79,650	0.28457	22,668	102,098	500	242,112	3,620	348,330	($3,369)	3.0	345,161
STANISLAUS	3,550	3,018	1.0	1.0	0.8	2.8	76,216	0.29811	21,959	98,175	500	193,152	3,536	295,353	($3,240)	2.8	292,113
TOTALS	253,370	215,364	19.0	19.0	55.3	93.5	62,105,600		6571,023	62,676,623	99,500	613,783,552	6126,233	916,586,110	(686,335)	93.5	916,507,775

*Variable Support Staff formula = 855 enrollment / 3875

Page 2 of 2
6/21/87

The following suggestions include incentives that have been used in community service programs around the United States as well as in institutions in California.

Pomona - Must define "civic service" for a science or engineering major.

1) Consider volunteer experience as <u>one</u> of the admissions factors to the CSU at the undergraduate and/or graduate levels.

2) Include volunteering in public service areas might be included as an option for satisfying a General Education requirement, e.g., in area (e).

3) Consider the possibility of incorporating a civic service experience in graduation requirements.

4) Utilize Federal and State work-study students in off-campus positions that support civic service.

5) Create more flexibility in the awarding of academic credit for participation.

6) Ask each campus student group to adopt a social agency with a need.

7) Allow students who volunteer to have priority registration on campuses.

8) Establish scholarships and grants specifically for volunteerism.

9) Note participation on transcripts or diplomas.

10) Provide some reimbursement for expenses.

Most of these incentives involve little or no additional cost to the campus. Redirecting some work-study monies to support student work in off-campus agencies will, of course, reduce the amount of funds available to meet on-campus needs. Some campuses may be able to accommodate such uses of funds with less difficulty than others.

Establishing scholarships or a fund to be used for student volunteer activities typically requires staff time spent in fund-raising activities, although the amount of time required may vary considerably, depending on the number and size of scholarships desired, or the amount of funding the campus believes appropriate to reserve in support of voluntary service activities. The following section of this report describes possible sources of funds.

3. Funding Sources for Community Service by Students

Numerous funding sources exist to support community service by students. What follows is by no means an exhaustive list of sources but should serve to present information about the wide range of options available to campuses with a creative approach to financing community service.

Possible sources of Federal funds for community service include: U.S. Department of Education grants, student financial aid, the Fund for the Improvement of Postsecondary Education, Special Education and Rehabilitation funding, and regional labs and centers funds; Labor Department Job Training Partnership Act programs and unemployment programs; ACTION programs; Department of Housing and Urban Development community development programs; Interior Department with the Bureau of Indian Affairs and the Conservation Corps; Justice Department programs such as the National Institutes of Correction and Justice for applied research funding; Department of Agriculture community and rural development programs; Department of Health and Human Services Head Start, Refugee Assistance, Developmental Disabilities, elderly and family service programs.

Potential sources of support (funds and training etc.) for community service from California state sources include work study funding, library literacy project funds (for partnerships), social services programs such as child abuse and family assistance programs (for such areas as matching salary and expenses), education general funds for academic programs and lottery funds allocated to The California State University.

One program which deserves serious consideration as a funding source for community service is the college work study program. For over 20 years, the Federal College Work Study Program has provided federal funds to help colleges and universities provide on-campus paying jobs for students who need financial aid. It is also permissible for colleges to allow students to be employed in off-campus programs.

In California, work study funds are also available for community service. Students can work in public higher education institutions; in public schools; in "nonsectarian, nonpolitical organizations or corporations, whether nonprofit or profit-seeking enterprises licensed to conduct business in California"; with "out-of-state employers licensed to conduct business in their home state". However, the position must be "educationally beneficial or related to a particular career interest or the exploration of career options." Students may work up to 20 hours per week when classes are in session or 40 hours per week when classes are not in session.

Another example of a public funded program is the use of such funds as lottery revenue. The CSU Board of Trustees approved the expenditure of $500,000 in lottery funds in 1986-87 and in 1987-88 to support internships and other student activities that offer opportunities for students to relate their academic learning to the solution of social problems, or to augment the human resources of social service agencies serving California citizens. Funds may be used to develop model programs in community service by students or to enhance existing programs. The goal is to encourage the integration of community service with the educational experience of all students.

On campuses across the country, programs are developing which involve faculty and student research in partnership with community programs. These programs are funded by general funds as a part of the student's regular academic program or as a part of the ongoing professional activities by faculty. Many agencies readily accept outside research assistance. Joint publication can result, involving practitioners who often have little time to publish and academicians who often lack the natural, practical setting for study. Research in methodology -- such as on the use of computer technology, electronic teleconferencing, interactive videodisk, bands on cable television, and group instruction -- remains to be researched fully.

Private sector support for community service can involve outright donations of funds or the provision of in-kind contributions such as space, materials, technology, personnel, technical assistance, equipment, and publicity.

Support is available from foundations, corporations and individuals. One example of private sector support for community service is the Gannett Foundation support of literacy programs. The Foundation provides grants to local literacy programs, grants for the promotion of computers as literacy resources, for English as a Second Language programs run by schools and libraries, and for Community Priority Program grants dealing with illiteracy as a barrier to employment. Several community colleges have been recipients of grants and at least one literacy organization receiving funding involves college work study students in its program.

A program with an interesting mix of private funding sources is the Stanford University program. At Stanford University, the Public Service Center provides fellowships, loan forgiveness for community service, internships in public service, action research, a volunteer center, and student advisement on how to get jobs in public service areas. The private support for the Center is provided by the alumnae of Stanford-in-Government, the Associated Students of Stanford University, several classes, individuals and several foundations and corporations.

Another example of the creative approach to private funding support is provided by the Washington Education Project, Inc. This Project has received grants from the Los Angeles Times, the Exxon Education Foundation, the MacArthur Foundation, and the Corina Higginson Trust. These funds are used to provide nonrenewable, two year, start-up grants of about $25,000 per campus to help colleges and universities begin for-credit courses in community service (tutoring). The primary expenditure is for faculty salaries so college faculty members can supervise students. The students provide a minimum of 60 hours of tutoring during a 10 week semester as a part of an elective course.

Chambers of Commerce, businesses and industries are generally quite interested in activities which relate to the economic health of a community. Therefore, such issues as unemployment, the health and education of the work force, day care for working mothers and the homeless are likely to appeal to a local business or Chamber of Commerce. It is important to consider the extent of a social problem in a community and approach such business/industry groups based on enlightened self-interest and with a specific plan of action. Often this plan can include the need for an assessment of the need and existing resources and/or conferences and meetings to discuss the problem and possible local solutions or approaches.

The organized groups in a community such as the Chamber of Commerce, United Way, Private Industry Councils and other business associations like the Rotary can be very useful in helping to organize and implement a major community effort if they are convinced that it will truly impact on the social and economic health of a community.

In conclusion, it is evident that there are many sources of support for community service projects, both private and public. Any California State University community service effort should consider innovative and flexible funding strategies to maximize the ultimate funding possibilities.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach, *Chairperson*
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Lowell J. Paige, El Macero
Cruz Reynoso, Los Angeles, *Vice Chairperson*
Sharon N. Skog, Palo Alto
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

Claudia H. Hampton, Los Angeles; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514; telephone (916) 445-7933.

STATUS REPORT ON HUMAN CORPS ACTIVITIES

California Postsecondary Education Commission Report 88-24

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

88-7 Size, Growth, and Cost of Administration at the California State University: A Report Prepared by Price Waterhouse and MGT Consultants for the California Postsecondary Education Commission (February 1988)

88-8 Overview of the 1988-89 Governor's Budget for Postsecondary Education in California: Testimony by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1988)

88-9 Faculty Salaries in California's Public Universities, 1988-89: The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1988)

88-10 Eligibility of California's 1986 High School Graduates for Admission to Its Public Universities: A Report of the 1986 High School Eligibility Study (March 1988)

88-11 Eligibility for Freshman Admission to the University of California: A Statement to the Regents of the University by William H. Pickens, Executive Director, California Postsecondary Education Commission, February 18, 1988 (March 1988)

88-12 Time to Degree in California's Public Universities: Factors Contributing to the Length of Time Undergraduates Take to Earn Their Bachelor's Degree (March 1988)

88-13 Evaluation of the California Academic Partnership Program (CAPP): A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984) (March 1988)

88-14 Standardized Tests Used for Higher Education Admission and Placement in California During 1987: The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1988)

88-15 Update of Community College Transfer Student Statistics Fall 1987: University of California, The California State University, and California's Independent Colleges and Universities (March 1988)

88-16 Legislative Update, March 1988: A Staff Report to the California Postsecondary Education Commission (March 1988)

88-17 State Policy for Faculty Development in California Public Higher Education: A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act (May 1988)

88-18 to 20 Exploring Faculty Development in California Higher Education: Prepared for the California Postsecondary Education Commission by Berman, Weiler Associates:

- **88-18** Volume One: Executive Summary and Conclusions, by Paul Berman and Daniel Weiler, December 1987 (March 1988)
- **88-19** Volume Two: Findings, by Paul Berman, Jo-Ann Intili and Daniel Weiler, December 1987 (March 1988)
- **88-20** Volume Three: Appendix, by Paul Berman, Jo-Ann Intili, and Daniel Weiler, January 1988 (March 1988)

88-21 Staff Development in California's Public Schools: Recommendations of the Policy Development Committee for the California Staff Development Policy Study, March 16, 1988 (March 1988)

88-22 and 23 Staff Development in California: Public and Personal Investments, Program Patterns, and Policy Choices, by Judith Warren Little, William H. Gerritz, David S. Stern, James W. Guthrie, Michael W. Kirst, and David D. Marsh. A Joint Publication of Far West Laboratory for Educational Research and Development • Policy Analysis for California Education (PACE), December 1987:

- **88-22** Executive Summary (March 1988)
- **88-23** Report (March 1988)

88-24 Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987). (May 1988)

88-25 Proposed Construction of the Petaluma Center of Santa Rosa Junior College: A Report to the Governor and Legislature in Response to a Request for Capital Funds for a Permanent Off-Campus Center in Southern Sonoma County (May 1988)